

Table of Contents

RESOURCES

Community Based LGBT Youth Groups	page 2
School Based Gay/Straight Alliances	page 3
Youth and Family Service Bureau Resources and Groups	page 5
College and University Groups (CT)	page 7
Regional Resources (Community Centers, Health Centers, Young adult groups)	page 8
Regional Resources (general family, health and well-being)	page 9
Regional Resources (Pediatricians, PFLAG)	page 10
Regional Resources (Therapists)	page 11
Statewide and National Resources for LGBT families	page 12
Substance Abuse Issues and Resources	page 13
Recursos en Español	page 14
General Resources (Hotlines, Magazines, Open and Affirming Faith Communities, etc.)	page 16
Internet Resources (and tips for being safe on the 'net)	page 17
Transgender Resources	page 18
Intersex Resources (on-line)	page 19

FACT SHEETS/TOOLS KITS/RIGHTS AND RESPONSIBILITIES

Fact Sheets, Tool Kits and Pamphlets	page 20
Poster/Videos/Stickers	page 21
Summary of LGBT Legal Rights in Schools	page 22
Steps for Filing a Discrimination Complaint	page 23
School Harassment Prevention Checklist:	page 24
Agency/School Assessment Survey	page 25
Creating a Safe Health Care/Social Services Environment	page 27
Action Steps for Individuals	page 28
21 Ways to be an ally to Transgender Youth	page 29
Riddle Scale: Assessing Individual Values (English)	page 30
La Escala Riddle (Español)	page 31
GSA Getting Started, Meeting Ideas, Developing Support, Being a leader, fundraising,	page 32
Safe Zones Stickers	page 4

FOUNDATIONAL INFORMATION

A Short LGBT history	page 36
Definitions (English)	page 37
Definiciones (Español)	page 38
Definition of Issues	page 39
Risk and Protective Factors	page 40
Issues and Recommendations Across the Lifespan	page 41
One Model of Coming Out	page 42
Questions to consider before "Coming Out"	page 43
Saliendo del Closet	page 44
Coming Out to Children	page 46
American Psychological Association Questions and Answers	page 47
Respuestas a sus preguntas acerca de la orientación sexual y la homosexualidad	page 50
Impact of Participation in LGBT or Affirming Organization	page 53
Using a Youth Development Framework	page 54
Creating an Effective LGBT Youth/Adult Partnership	page 55

BIBLIOGRAPHY (Organized by Audience: Bisexuality; Children of LGBT parents;	page 56
Counseling and Mental Health; Educators, General interest, LGBT Journals, LGBT history;	
LGBT parents; LGBT youth; Parents of LGBT Youth; Religion; Substance Abuse; Transgender)	

BENEFACTORS: Presenters, Co-sponsors, Advertiser	page 66
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Community Based Sexual Minority Youth Groups

GASP (Gay and Straight People)

(203) 245-5645

GASP is an anti-bias group focusing on the reduction of homophobia, heterosexism and bias in schools and communities. The group meets on the last Tuesday of the month after school at Madison Youth Services, 7:30 pm. The meeting is facilitated by Taffy Bowes.

New Haven Youth Group

(203) 387-2252

Facilitated by Tom Murphy, LCSW, this LGBT and questioning youth support group meets on Tuesday evenings from 6:00 to 7:00 or 7:30 PM at the New Haven LGBT Community Center, 50 Fitch Street, New Haven.

Out Now

1-888-429-9990

Social and support group for LGBT youth, ages 22 and under in the Greater Springfield area. Meets on Fridays from 4-6 PM, 125 Main Street, Springfield, MA 01105. Funded in part by the MA Dept of Public Health & The Governor's Commission on Lesbian & Gay Youth.

OutSpoken Norwalk

**(203) 227-1755 or
toll free 1-866-86ctgay**

OutSpoken meets every Sunday from 4:00 to 6:00 PM at the Triangle Community Center, 16 River Street in Norwalk. The group which is evenly divided between male and female, high school and college age young people, has five co-facilitators and is designed to provide a safe place for GLBT and questioning youth to meet for support and social activities. Check out their web site at: www.ctgay.com. You may also reach them by email at dwoog@optonline.net

RainbowRoom

(860) 278-4163

This group meets on Sundays from 3-6 PM at the Project 100 Community Center, 1841 Broad Street in Hartford. The Rainbow Room offers social time and activities in a safe and affirming LGBTQ space. Special events (such as the QUEER PROM) are held regularly. Contact facilitator Stacey Pitcher at the number above.

Shoreline Teen Pride

(860) 399-9239

The group meets at Westbrook Youth and Family Services, on Wednesday's from 6:00 – 7:30. Please call to confirm before you go for the first time. Ask for Jonathan Dean.

The Real World

(860) 826-3366

This group is a school partnership between New Britain Youth Services and E.C. Goodwin Technical High School in New Britain and provides peer support and advocacy for sexual minority youth and their friends. For more information about meeting times, please call David Smith at New Britain Youth Services above.

Note: Meeting times and places are subject to change. Please call contact number to confirm.

School Based Sexual Minority Youth/Ally Groups

Public School Gay Straight Alliances

Al Prince Technical School, Hartford
 Academy for Information Technology
 Amity High School, PLAHD
 Bassick High School, Bridgeport
 Berlin High School
 Bethel High School
 Bolton High School
 Branford High School
 Bristol Central High School
 Brookfield High School
 Bulkeley High School, Hartford
 Bunnell High School, Stratford
 Cheshire High School, Cheshire
 Conard High School, West Hartford
 Coventry High School, Coventry
 Danbury High School
 Daniel Hand High School, GASP, Madison
 Darien High School
 East Lyme High School
 Enfield High School
 E.C. Goodwin Technical High School
 EO Smith High School, Storrs
 Fairfield High School
 Farmington High School
 Francis T. Maloney High School
 Glastonbury High School
 Granby High School
 Greenwich High School
 Griswold Senior High School
 Guilford High School
 Haddam-Killingworth High School
 Hall High School, West Hartford
 Hamden High School
 Harding High School
 Hartford Public High School
 High School in the Community, New Haven
 Housatonic Valley Reg. High School, Falls Village
 Joel Barlow High School, Redding
 Joseph A Foran High School
 Killingly High School, Danielson
 Ledyard High School
 Lewis S. Mills High School, Burlington
 Lyman Hall, Wallingford
 Manchester High School
 Montville High School
 Masuk High School
 Middletown High School
 New Britain High School
 New Canaan High School
 New London High School, New London
 New Milford High School
 Newington High School
 Newtown High School, Newtown
 Nonnewaug High School, Woodbury
 Old Saybrook High School
 Plainfield High School
 Plainville High School
 Pomperaug High School, Southbury (Spectrum)
 Portland High School
 RHAM High School
 Sheehan High School, Wallingford
 Rocky Hill High School
 Simsbury High School

Faculty Advisor

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 Christine Bisceglie
 Madeline Leveille
 Cindy Kosk- St Onge/ Kristina Burns
 Sally Grady
 Allen Marquette
 Jennifer Pyrch
 Toni Cartisano
 Dorothy Ravielle
 Dr. Barbara Kessler
 Alison Giuliano
 Miss Brooks
 Tracy Hodus, Loraine Schmacher
 Carmen Irizarry
 Dale Maxwell
 Mark Ballanda, Cindy Nejame
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 Susan Mason
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 Lori Vaillancourt
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 Marian Bissionnette
 Jeff Thomas, Jeanette Saber, Sue Redgate
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 Mrs. Garcia
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 Julie Groene
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 Denise Dower
 Dale Barcham
 Kathy Scarinzi, RN
 Richard Hoskins
 Barbara Althen
 Tiffany Davis
 Kelly Wheeler
 Marie Michael-Rogers
 Kathy Macri
 Ms. Bobbie Young
 Trevor Charles
 Fran Quish, Liz Crooks
 Rosella Fanelli
 David Sanz
 Brock Putnum
 Christine Perkins
 Jan Lee Brooks
 Bonnie Westerberg
 Carol Moakley
 Kristen Robinson
 Jeff Blanchette
 Sue Cristadoro
 Tom Hessell
 Candy Beubendorf, Bevin Perry
 Pam Krombel
 Mr. Brown
 Danielle Sparks

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(860) 951-7112, x 343
 (203) 977-4336
 (203) 397-4830
 (203) 576-8352
 (860) 828-6577
 (203) 794-8620
 (860) 649-3353
 (203) 488-7291
 (860) 584-7732
 (203) 775-7791
 (860) 728-3300
 (203) 385-4250
 (203) 250-2511
 (860) 521-3610
 (860) 742-7346
 (203) 797-4800
 (203) 245-5645
 (203) 655-3981
 (860) 739-6946
 (860) 253-5540
 (860) 826-3371
 (860) 487-0877
 (203) 255-8449
 (860) 673 2514, ext 1152
 (203) 238-2334, ext 162
 (860) 652-7200
 (860) 844-3014
 (203) 625-8000
 (860) 376-7640
 (203) 453-2741
 (860) 345-8541
 (860) 232-4561, ext. 1067
 (203) 407-2040
 (203) 576-7330
 (860) 695-1304
 (203) 946-7022
 (860) 824-5123
 (203) 938-2508
 (203) 783-3502, ext 5018
 (860) 779-6620
 (860) 464-9600
 (860) 673-0423
 (203) 294-5379
 (860) 647-3521
 (860) 848-9208
 (203) 452-5823
 (860) 347-8571
 (860) 225-6351
 (860) 594-4600
 (860) 437-4624
 (203) 350-6647, ext 2316
 (860) 666-5611, ext. 325
 (203) 426-7646
 (203) 263-2186
 (860) 395-3175
 (860) 564-6417
 (860) 793-3220
 (203) 262-3200
 (860) 342-1720
 (860) 228-7494
 (203) 294-5915
 (860) 258-7721
 (860) 658-7326

Public School Gay Straight Alliances

Somers High School
Southington High School
South Windsor High School
Stamford High School
Staples High School, Westport
Stratford High School
Suffield High School
Tourtellotte Memorial, North Grosvenordale
Terryville High School
The Gilbert School, Winsted
Tolland High School
Trumbull High School
W.F. Kaynor V-T School, Waterbury
Waterford High School
West Haven High School
Wilbur Cross High School, Waterbury
Wilton High School
Windham High School
Windsor High School
Windsor Locks High School
Wolcott High School, DAN/GSA
Woodland Regional High School

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(860) 628-3229
(860) 648-5003
(203) 977-5511
(203) 227-1755
(203) 385-4230
(860) 668-3810
(860) 923-3508
(860) 314-2777
(860) 379-8521
(860) 870-6860
(203) 452-4555
(203) 596-4302
(860) 437-6956
(203) 937-4360
(203) 946-8748
(203) 762-0381
(860) 465-2460
(860) 687-2020
(860) 292-5032
(203) 879-8164
(203) 881-5551, ext 236

Independent School Gay Straight Alliances

Bacon Academy
Cheshire Academy
Ethel Walker School, Simsbury
Hamden Hall Day School, Hamden
Hopkins School, New Haven
Kent School
Kingwood- Oxford (Mosaic), Hartford
Loomis Chaffee, Windsor
Miss Porter's School, Farmington
Norwich Free Academy
Taft School, Watertown
Watkinson School, Hartford
Williams School, New London
Woodstock Academy

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(860) 537-2378
(203) 272 5396 x496
(860) 408 4308
(203) 865-6158, ext. 406
(203) 397-1001, ext. 131
(860) 927-6075
(860) 233-9631, ext. 2298
(860) 687-6812
(860) 409-3670
(860) 425-5750
(860) 945-7777
(860) 236-5618 x 169
(860) 443-5333
(860) 928-6575

TO ADD OR UPDATE YOUR SCHOOL: VISIT www.Ourtruecolors.org

To order LGBT “Safe Zone” or other Stickers:

National Youth Advocacy Coalition: (202) 319-7596 or via e-mail at: nyac@nyacyouth.org

Donnelly-Colt Buttons and Bumper Stickers:

Phone: (860) 455-9621.

E-mail address: donco@neca.com

Fax line: 1-800-553-0006

Queer Gear (stickers, diversity posters, T-Shirts, etc.)

<http://www.queer-gear.com>

Youth and Family Service Bureaus Services

Connecticut's Youth Service Bureaus offer a variety of services and programs for children and youth without discrimination. Each Youth Service Bureau is distinct and different. While an individual Youth Service Bureau may not offer the service you want, all Youth Service Bureaus will welcome your call and locate that service for you. To find out about services in the areas not listed below, call the Connecticut Youth Services Association at (860) 659-5586

YSB NAME	SPECIALIZED PROGRAMS	THERAPIST
AHM Youth Services 25 Pendleton Drive Hebron, CT 06248 (860) 228-9488	Unite Group, "Names Can Really Hurt" Program	Bevin Perry, MSW
Clinton Youth & Family Services 112 Glenwood Road Clinton, CT 06413 (860) 669-1103		Marie A. Pinette, LMFT
Cromwell Youth Services 41 West Street Cromwell, CT 06416 (860) 632-3448		Ann H. France
Farmington Youth Services 1 Montieth Drive Farmington, CT 06032 (860) 675-2390		Robert Marsh, MS, LMFT
Madison Youth & Family Services 10 School Street Madison, CT 06443 (203) 245-5645	"Gay And Straight People" (GASP) Support Group	Taffy Bowes, MA, MAR, LPC
Manchester Youth Services 107 Center Street Manchester, CT 06045 (860) 647-5214		Heather Wlochowski, BS
Meriden Youth Services 165 Miller Street Meriden, CT 06450 (203) 630-4225	Sexuality Education Groups	Denise Keating, B.S.
Montville Youth Services 289 Norwich-New London Tpke Uncasville, CT 06382 (860) 848-7724	GSA at Montville High School	Barbara Lockhart
New Britain Youth Services 27 West Main Street New Britain, CT 06051 (860) 826-3366	"Real World" Support Group	David Smith, MSW
Rocky Hill Youth & Family Services 699 Old Main Street Rocky Hill, CT 06067 (860) 258-2718		Lori Stanczyk, MED, LPC

Youth and Family Service Bureaus Services, cont

YSB NAME	SPECIALIZED PROGRAMS	THERAPIST
South Windsor Youth Services 150 Nevers Road S. Windsor, CT 06074 (860) 648-6361		
Stonington Human Services 166 Broad Street Pawcatuck, CT 06379 (860) 535-5015		Maria Gorby, MS Molly Kunka, LISW Eric Benker, MSW
Tri-Town Youth Services P.O. Box 897 Deep River, CT 06417 (860) 526-3600		Gail M. Onofrio, MS, LPC
Vernon Youth Services 9 Elm Street Vernon, CT 06066 (860) 870-3557		Kimberly McTighe, BA
West Hartford Youth Services The Bridge Family Center West Hartford, CT (860) 521-8035		Pat Doherty
West Haven Youth & Family Services 355 Main Street West Haven, CT 06516 (203) 937-3687		Ann Gabriele, LMFT Heidi Siebert, MFT Mindy Natale, MFT
Westbrook Youth & Family Services P.O. Box 918 1163 Boston Post Rd Westbrook, CT 06498 (860) 399-9239	"Shoreline Teen PRIDE"	Jonathan Dean, MS, MFT
Westport Youth Services 110 Myrtle Avenue Westport, CT 06880 (203) 341-1285		Chris Lemone, MS, LPC Dan Woog
Wethersfield Youth Services 505 Silas Deane Hwy Wethersfield, CT 06109 (860) 721-2977		Patricia Meskill, MSW
Willington Youth Services 40 Old Farms Road Willington, CT 06279 (860) 487-3118		Melissa McDonough, BSW
Wilton Youth Services 180 School Road Wilton, CT 06897 (203) 834-6241		Colleen Fawcett, LCSW Susan Weingarten, MSW

College and University Groups

Albertus Magnus College: Outspoken Gay/Straight Alliance; email amc@yahoo.com;

Central Connecticut State University: PRIDE; (860) 832-3545; email: pride@ccsu.edu; website [Http://clubs.ccsu.edu/PRIDE](http://clubs.ccsu.edu/PRIDE)

Connecticut College: SOUL; (860) 439-2896 email: soul@conncoll.edu;

Eastern Connecticut State College: ABIGAYLE; e-mail abigayleECSU@easternct.edu, Co-Advisors Theresa Picard & Kim Dugan

Fairfield University: Alliance; Advisor: Dr. Sally O'Driscoll (203) 254-2804, email: sodriscoll@fairfield.edu

Quinnipiac University: G.L.A.S.S.; (203) 582-8322; Glass@quinnipiac.edu

Sacred Heart University: Gay/Straight Alliance or SHUGSA; Student Activities Department: (203) 371-7969

Southern Connecticut State University: LGBT PRISM; (203) 392-5525; Advisor- Cynthia Stretch

St. Joseph College: Gay/ Straight Alliance or SAPPHO; email sappho@sjc.edu.

Trinity College: GLBT Safe Zone or EROS; EROS@trincoll.edu Website: www.trincoll.edu/prog/safezone/;
Coordinator: Anna Matos (860) 297-4290, email: Anna.Matos@trincoll.edu

University Of Connecticut: The Rainbow Center; Website: <http://www.rainbowcenter.uconn.edu>;
Director: Stephanie Marnin (860) 486-5821, email: rnbwdir@uconn.edu

University Of Connecticut: AQUA; email: Aqua@huskymail.uconn.edu;

University of Hartford: Spectrum; (860) 768-5108, Email: Spectrum@Hartford.edu

University of New Haven: GLBSA; Email: glbsa@newhaven.edu; Advisor: Andrea Hogan, email: ahogan@newhaven.edu

Wesleyan University: Queer Resource Center, SPECTRUM; (860) 685-2425, website: www.wesleyan.edu/queer/,
email: grc@wesleyan.edu. Contact person: Nina Barrett x 4044.

Western Connecticut State University: Gay Straight Alliance; e-mail club_president@hotmail.com

Yale University Undergraduate: LBGT Cooperative; Email: lgbt@yale.edu;

Yale University Graduate: Outland, Email: outland-core@contra.punctus.net

Yale University Law School: Outlaws, Email: yls.outlaws@yale.edu

COMMUNITY COLLEGES

Housatonic CC: Gay/Straight Alliance; Mickey Reed (203) 332-5214; Linda Wolfson (203) 332-5181; e-mail: Mreed@hcc.commnet.edu.

Manchester CC: MCC PRIDE; Advisor: Co-Advisors: Florence Shields (860) 512-3242 and Jason Scappaticci (512-3224)

Norwalk CC: Gay/Straight Alliance; Advisor: Joseph Karnowski (203) 857-3378, email: jkarnowski@ncc.commnet.edu

Three Rivers CC: WINGS

Tunxis Community College, SLGBT Alliance: Charles Cleary, Advisor (email: ccleary@txcc.commnet.edu)
Bill Reyor, President (email: wreyor@comcast.net).

NATIONAL QUEER STUDENT COALITION

LGBT Student Empowerment Project: United States Student Association: (202) 347-8772
lgbt@usstudents.org or www.usstudents.org

Regional Resources (Health, Community Centers)

Please call True Colors at 860-649-7386 to add or edit resources

Community and Health Centers in CT*:

Hartford Gay and Lesbian Health Collective 1841 Broad Street, Hartford, CT 06114	(860) 278-4163 www.hglhc.org
New Haven Gay & Lesbian Community Center 50 Fitch Street, New Haven, CT 06515	(203) 387-2252 www.nhglcc.org
The Connecticut Pride Center 1841 Broad Street, Hartford, CT 06114.	(860) 724-5542 www.project100.org
Rainbow Center at UCONN 1315 Storrs Road, U-4096, Storrs, CT 06269	(860) 486-5821 www.rainbowcenter.uconn.edu
Triangle Community Center 16 River Street, Norwalk, CT 06855	(203) 853-0600 www.ctgay.org
Women's Center of South Eastern CT (Norwich)	(860) 886-4370
Women's Center of South Eastern CT (New London)	(860) 447-0366
Women's Center of Greater Danbury (offers a Lesbian support group) 2 West Street, Danbury 06810	(203) 731-5200 www.danbury.org/womenctr

* Most offer LGBT AA or NA meetings, offer info and referrals; and provide meeting space for activities, including support groups, youth groups, parenting groups, etc.

New England Community and Health Centers

Fenway Community Health Center, (MA) . Boston, MA www.fenwayhealth.org	(888) 242-0900
Stonewall Center (MA) 256 Sunset Ave. Office, Crampton House/ SW, UMASS, Amherst 01003.	(413) 545-4824 www.umass.edu/stonewall
Callen/ Lourde Community Health Center (NY) 356 W 18 th Street, NY	(212) 271-7200
Community Services Center, (NY) 208 W. 13 th Street, New York, NY 10011	(212) 620-7310 www.gaycenter.org
Hetrick-Martin Institute: (NY) 2 Astor Place, New York, NY www.hmj.org	(212) 674-2400
The Loft: (NY) 180 East Post Road, Lower Level, White Plains, NY www.loftgaycenter.org	(914) 948-2932

Bisexual Group:

Conn-Bi-Nation is a statewide educational, political, and social organization for bisexuals and our allies. Call Alice at the number above or Mike at bicbnguy@yahoo.com for more info or to request a speaker. (860) 956-9299

LGBT Support Groups (for people with developmental disabilities)

Rainbow Support Group	(203) 387-2252
The Rainbow Support Group meets on the second Monday of the month at the New Haven Gay and Lesbian Community Center, 50 Fitch Street, from 5:00 – 6:30 PM.	

LGBT Social Events for LGBT Young Adults

Rainbow Friends, Norwalk, New Haven (social events, ages 18-35) Sundays, 6:30 –8:30 at Triangle Community Center, Also at the New Haven Community Center	(860) 464-7189
My Pride, My Soul: Social and discussion group designed specifically for Lesbian Women of Color meets once a month for discussions, games, and celebrate etc. mypridemysoul@yahoo.com	(203)-854-0325

LGBT Youth Job support

Job Corps, New Haven (residential academic and vocation education) (a great alternative to foster care or shelters when appropriate space is not available)	(203) 397-3775
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Regional Resources, Cont. (General Family)

Adoption and Home Study Resources (LGBT-Affirming):

Adoption Resources of Glastonbury	www.arcct.org	(860) 657-2626
Jewish Family Services, Hartford	www.jfshartford.org	(860) 236-1927
Rainbow Adoptions International, Inc.	rainbow03@sbcglobal.net	(860) 677-0032
National Gay and Lesbian Hot Line		(888) 843-4564

Birth Centers: Since the passage of various legislation in CT, most birth centers support or allow same sex partners to participate fully in the birth experience. Some are explicitly LGBT affirming, many allow birth plans and some allow partners to stay overnight. When choosing a midwife or doctor, be sure to find out which hospital they are able to use and to check with the facility to ensure that your family will be welcome there.

Chiropractors:	O'Malley Chiropractic Health Center	(860) 257-9400 (Hartford)
	West Side Chiropractic	(860) 523-5833 (West Hartford)

Day Care:	Rainbow Center for Children & Families	(860) 529-5229 (Wethersfield)
	Liz Sherwin	(860) 236-7684 (Hartford)

Fertility/Surrogacy:	UConn OB Reproductive & Infertility	(860) 679-4580 (Farmington)
	CT Fertility Associates	(203) 373-1200 (Bridgeport)
	www.CtFertility.com	(203) 855-1200 (Norwalk)
		(203) 799-1200 (Orange)
	Birthing Families of Choice	(800) 877-4438 (New York)

Gateway Program, Westchester Medical Center, Valhalla, NY (914) 493-1753 (New York)
(Provides LGBT youth, group, family and couple therapy, LGBT specific substance abuse counseling, with an expertise in transgender experience)

Healing Energy/Meditation:	Jocelyn Lebowitz	(860) 648-1055 (Manchester)
	Marlow Shami, Natural Sense	(860) 491-2067

Health Care:	Hartford Gay & Lesbian Health Collective	(860) 278-4163 (Hartford)
	Planned Parenthood (PPCT):	(800) 230-PLAN
	PPCT provides affordable reproductive health care services to all genders	

Homopathic/Naturpathic:	Natural Health Association	(203) 230-2200 (New Haven)
	Merri Korn (Acupressure, Herbal)	(860) 242-0105 (Hartford)
	Robin Ritterman, N.D.	(203) 288-8283 (Hamden)
	Nancy White, N.D.	(860) 236-2166 (Hartford)

Legal Resources:	CWEALF (information & referral)	(860) 524-0601 (Hartford)
	Romana Mercado-Espinoza	(860) 560-8188 (Hartford)
	Greater Hartford Legal Assistance	(860) 541-5000 (Hartford)
	Jan Carol Rosenthal, JD	(860) 236-3332 (Hartford)
	Joseph P. Rigoglioso	(203) 922-0188 (Huntington)
	Mary-Elizabeth LeDuc	(203) 630-9201 (Meriden)
	Murphy, Murphy, Ferrara & Nugent	(203) 787-6711 (New Haven)
	Vincent A. Liberti, Jr.	(203) 931-1830 (New Haven)

Massage:	Richard D. Godfrey	(860) 231-9637 (Hartford)
	Tollie Miller	(860) 232-3812 (Hartford)
	Serenity Solutions	(860) 833-4917 (Hartford)

Regional Resources, Cont. (General Family)

OB-GYNs:

Dr. Liliana Plisic	(203) 488-8306 (Branford)
Drs. Victoria Biondi, Amy Breakstone	(860) 584-4240 (Bristol)
Hartford Gynecological Center	(860) 525-1900 (Hartford)
Birth and Beyond, Nurse Midwives	(203) 318-8884 (Madison)
Rachel Donovan, CNM	(860) 649-1120 (Manchester)
Dr. Julie Flaggs	(860) 344-9993 (Middletown)
Dr. Isabelle Morais	(203) 789-2011 (New Haven)
Dr. Frederick Rau	(860) 264-8568 (Simsbury)
S.H.E. Medical	(860) 236-5431 (Hartford, Enfield)

Pediatricians/Family Practice:

Patrick Alvino, MD	(203) 481-7008 (Branford/Clinton)
Nima Patel, MD	(860) 236-9779 (Hartford)
Asylum Hill Family Practice	(860) 714-4212 (Hartford)
Susan Wiskowski, MD	(860) 242-2048 (Hartford)
Min Hanh, MD, Family Practice	(860) 646-7178 (Manchester)
Sydney Speisel, MD	(203) 379-5211 (Meriden)
Jay Sutay, MD	(860) 644-5458 (South Windsor)
Jerome Lahman, MD	(860) 871-2102 (Vernon)

PFLAG (Parents, Families and Friends of Lesbians and Gays): www.pflag.org (National)

PFLAG, Hartford

1335 Main Street, Glastonbury, CT 06033

www.pflaghartford.org

Transgender Issues

(860) 633-7184

(860) 633-5111

(860) 231-8582

Meets the 3rd Wednesday at the Immanuel Congregational Church, 10 Woodland Street in Hartford at 7:30 PM. Members publish a bi-monthly newsletter, provide Helpline services, offer informational pamphlets, books and tapes, maintain a speakers bureau and work within the Greater Hartford Area for affirming families, safe schools, inclusive faith communities and informed lawmakers.

PFLAG, Danbury

evansf@danbury.k12.ct.us

(203) 792-3184

Meets the 2nd Monday of every month, (except July & August) 7:00 PM, St. James Episcopal Church, 25 West Street, Danbury

PFLAG, Greater New Haven

greaternewhavenpflag@yahoo.com

(203) 907-0518

Meets the 3rd Tuesday at 7:30 PM at the Church of the Redeemer, Corner of Whitney Ave & Cold Spring Street, New Haven

PFLAG, Norwich

JeanBeanCarter@aol.com

(860) 889-4940

First Tuesday of the month at 7:00 PM at Backus Hospital, 326 Washington Street, conference room 2-E, off main entrance

PFLAG, Southwestern

PO Box 16703, Stamford, CT 06905-8703

Pflagswct@yahoo.com

(203) 226-0257

(203) 322-5380

One of the oldest PFLAG chapters in the state, the Southwestern meets the 1st Wednesday of every month at the Triangle Community Center, 16 River Street, Norwalk. They have published their newsletter, The Voice, since 1989; have monthly meetings of a spouse group; get publicity, arrange workshops, provide speakers, donate books to public libraries, and sponsor fund-raisers and promote political awareness.

Substance Abuse Resources (see page 13)

Regional Resources, Cont.: (Therapists)

Therapists:	Steven Polesel, LCSW, ACSW, BCD	(860) 404-0463 (Avon)
	Laura Ann Kramer, APRN	(860) 404-0463 (Avon)
	Dianne Hyatt, MSW	(203) 332-0136 (Bridgeport)
	Phil Guzman, Ph.D.	(203) 394-6529 (Bridgeport)
Bilingual: Spanish/English	Ingrid Rojas	(203) 449-5922 (Bridgeport)
	Southwest Community Health Center	(203) 330-6000 (Bridgeport)
	Norma Toney	(203) 545-7234 (Bridgeport)
	Karen McDaniel, PhD	(860) 798-5975 (Ellington)
	Child Guidance Center	(203) 255-2631 (Fairfield)
	Deborah Lipschitz, MD.	(203) 334-4424 (Fairfield)
Transgender specialist	*Diane Ellaborn, LCSW	(508) 788-5405 (Framingham, MA)
	Ron Attrell, LCSW	(860) 236-3798 (Hartford)
	Bob Belliveau, LCSW	(860) 521-1507 (Hartford)
	Jayne Dean, Ph.D.	(860) 233-4830 (Hartford)
	Derek Franklin, Psy.D.	(800) 975-2198 (Hartford)
	Carylyn Glaser M.S.	(860) 523-9563 (Hartford)
	Hartford Psychological Services	(860) 296-0094 (Hartford)
	Elliott Strick, LMFT	(860) 231-8459 (Hartford)
	Regina Wilson, Ph.D.	(860) 296-9944 (Hartford)
	Women's Center for Psychotherapy	(860) 523-4450 (Hartford)
Transgender expertise	*Lisa Ciorciari, MA, LPC	(860) 236-3649 (W. Hartford)
Transgender expertise	*Elaine Knowlden, LCSW	(860) 236-3649 (W. Hartford)
	Loretta Wrobel	(860) 429-2629 (Mansfield)
	Nicolette M. Banbury, MS, LPC	(860) 295-0396 (Marlborough)
	Richard Englehart, LCSW	(860) 343-6644 (Middletown)
	Karen Gresham, LCSW	(860) 347-3644 (Middletown)
	Russ Harrington, LCSW	(860) 343-5390 (Middletown)
	Virginia Houghtaling, LCSW	(860) 343-5385 (Middletown)
	Logan Green, PhD, Michael Haymes, PH.D	(860) 635-2393 (Middletown)
	John Istvan (Midstate Behavioral Health)	(860) 346-0300 (Meriden)
	Linda Duran, LMTC	(860) 536-8804 (Mystic)
Transgender expertise	*Elaine Knowlden, LCSW	(860) 236-3649 (New Britain)
	Joseph Fitzgerald	(203) 789-0560 (New Haven)
	Luke Gilleran	(203) 520-3465 (New Haven)
	Irwin Kreiger, LCSW	(203) 776-1966 (New Haven)
	Jodi Rowell, MSW (Clifford Beers Clinic)	(203) 772-1270 (New Haven)
Bilingual: Spanish/English	Alicia Peña	(860) 447-0888 (New London)
	Lambda Resources	(413) 586-7377 (Northampton, MA)
Transgender specialist	*Lisette Lahana	(413) 585-9085 (Northampton, MA)
Transgender expertise	*Peter Papallo, LCSW (Wheeler Clinic)	(860) 793-3799 (Plainville)
	Mara Lieberman, MA. MFT	(860) 874-3522 (Prospect, Hartford)
	Dianne Hyatt, MSW	(203) 964-1847 (Stamford)
	Loretta Wrobel, LMTC	(860) 429-2629 (Storrs)
Bilingual: Spanish/English	Maria Castillo	(203) 445-8966 (Trumbull)
	Michael Saad	(203) 459-1666 (Trumbull)
Transgender expertise	*Robin Hoberg, Ph.D.	(860) 872-7696 (Vernon)
	Kitty Bhide, LCSW	(203) 573-1291 (Waterbury)
	Alfred Joyell, PhD	(203) 753-8336 (Waterbury)
	Joy M. Burchell, LCSW	(860) 571-0055 (Wethersfield)
Bilingual: Spanish/English	Milly Montalvo-Stewart, LCSW	(860) 571-0055 (Wethersfield)
Bilingual: Spanish/English	Inéz Schroeder, Psy.D (Bilingual)	(860) 571-0055 (Wethersfield)
	Regina Wilson, Ph.D.	(860) 571-0055 (Wethersfield)
	West Hartford Counseling Center	(860) 233-4830 (West Hartford)
	C. Dianne Zweig	(860) 675-7763 (W. Hrtfd, Simsbury)
	Connie Cohen, LCSW	(203) 454-6722 (Westport)
	Avi Elnkave, MS, LMFT	(860) 524-6715 (Windsor)
	Timothy Nance, PhD	(860) 683-2352 (Windsor)
	Robert S. McWilliam, MD	(203) 266-0404 (Woodbury)

Statewide and National Resources (LGBT Parents)

For more information regarding programs or resources in your region, or to add your group to our existing resources database, please call us at 1-888-565-5551 or visit us on the web at: www.OurTrueColors.org

List Serves/On-line Support

EMAIL Lists regarding LGBT family events/activities/programs: www.OurTrueColors.org

Monthly e-newsletters for LGBT parents & their children:

www.familieslikemine.com/forms/newsletter.html www.familypride.org www.lesbianlife.about.com/cs/parenting/index.htm

Children of Lesbians and Gays Everywhere (COLAGE):

415-861-5437

3543 18th Street, #1, San Francisco, CA, 94110 or visit their web site at: www.COLAGE.org, colage@colage.org

On Line Discussion Groups for the children of LGBT parents (closed lists require an LGBT parent to join, moderated by COLAGE members): to sign up for discussions: www.colage.org/online-resources.html .

Love Makes a Family: Coalition working on legislative issues regarding LGBT Family Relationships such as Civil Marriage. (860) 674-8942 www.LMFCT.org

National Adoption Information Clearinghouse: Gay and Lesbian Adoptive Parents: www.calib.com/naic/pubs/f_gay

Summer Camps: (for the children of LGBT parents)

Camp OUT (North Central MA)	www.farmschool.org	(617) 868-7739
Mountain Meadow (NJ)	inquiries@mountainmeadow.org	(215) 772-1107
Shire Village Camp (MA)	www.shirevillage.com	(718) 622-8204
The Camp Lady (advisory service)	www.camplady.com	(888) 873-6363

Other Resources for Families:

Magazines:	Alternative Family Magazine	www.altfammag.com
	And Baby: Redefining Modern Parenting Magazine:	info@andbabymag.com
	Gay Parent Magazine www.gayparentmag.com	(718) 997-0392
	Proud Parenting	info@proudparenting.com

Books: Two Lives Publishing: Books for LGBT Families www.TwoLives.com 877-543-3899
Family Pride Coalition www.familypride.org

National Resources:	Center for Lesbian Rights: www.nclrights.org	(415) 392-6257
	COLAGE (children of LGBT parents) www.COLAGE.org	(415) 861-5437
	Family Pride Coalition www.familypride.org	(202) 331-5015
	Gay & Lesbian Advocates (GLAD) www.glad.org	(617) 426-1350
	Lambda Legal (LAMBDA) www.lambdalegal.org	(212) 809-8585
	Straight Spouse Network	(510) 525-0200
	Families like Ours www.familieslikeours.org	(425) 793-7911

Social and Support Groups for LGBT parents and/or their children

CT COLAGE: for children 8-12 and their families: (860) 922-3868, colagect@yahoo.com

Families By Choice: Meets approximately monthly in the Eastern part of the state on Saturday or Sundays for potlucks, occasional camping trips and other events. Call Tirza at (860) 456-1110 for more information. Tirza_roda@sbcglobal.net

New Haven Area: Monthly get-togethers for LGBT families. Call Robin or Barb at (203) 389-8922 for more information.

Greater New Haven: Monthly Social events for LGB parents & their children (8-14 years old). AAMKathleen@aol.com

LGBT Parent Group: Triangle Community Center, 4th Wednesday, 7 – 8:30 PM, crowetar@optonline.net or (203) 366-3353

WEWOK: (We're Everywhere With Our Kids). Brings together LGBT parents with school aged children for various activities. (New London Area). Email: wewok1@yahoo.com for info.

Substance Abuse Treatment Issues and Resources

For CT LGBT 12-Step meetings, call InfoLine at 211, call the AA Hotline at (800) 252-6465 or see www.ct-aa.org.

Issues:

- A number of studies have suggested that LGBT youth have significantly higher rates of substance use, including tobacco, alcohol and illicit drugs than their heterosexual peers.
- In general, gay men appear to exhibit little elevated risk for alcohol abuse or heavy drinking relative to heterosexual men. The rates of drinking for gay men tend to remain constant over the life cycle, however, while the rates for heterosexual men tend to decrease as they age. Recent studies examining trends in drinking have reported decreases in drinking and alcohol related problems with gay men.
- Lesbians appear to be at higher risk for heavier drinking and for drinking related problems than heterosexual women in all age categories. The highest rates were reported by lesbians aged 55 or older, who were least open about their sexual orientation and least connected to the lesbian community.
- Lesbians are more likely to currently use marijuana than any other illicit drug. Gay men are more likely to use club drugs, inhalants, stimulants and sedatives.

Risk Factors:

- The role of the “gay bar” as a primary social vehicle; Fewer peer, family and societal supports; Internalized homophobia
- Socioeconomic and psychosocial conditions associated with minority status; for youth, higher risk of factors which are associated with drug use: truancy; school drop out; smoking, depression, etc.
- Stresses related to identity formation and coming out
- Cigarette smoking (often considered a gateway drug) is significantly higher among sexual minority youth and lesbian women than in heterosexuals.

Assessment and Treatment Issues:

- Clients usually present with global reports of anxiety or depression or with specific problems in one or more life areas that are the result of drug or alcohol abuse. Few specific instruments exist to assess the impact of orientation, or even to include orientation in the process. Therefore all assessments must include a thorough (current and past) psychosexual history.
- Clinicians must be able to identify and assess which stage of the coming out process their clients are in. This is significant because it directly impacts the therapeutic process and can help identify appropriate interventions.
- Culturally competent treatment might include assisting the client in increased self-awareness and acceptance as a sexual minority as well as an exploration of coping strategies to assist with discrimination and rejection from society, peers, family of origin and others, along with the stresses of recovery. For example, if alcohol or drugs were used to conceal inner conflict related to orientation, then it will be essential to address those issues in order to alleviate guilt, shame, self-hatred, etc.
- Does the treatment environment include and affirm the client’s (often) non-traditional family networks and support systems? Identification and recognition of a ‘chosen’ family support system are highly beneficial for the continuance of recovery. What resources exist within the LGBT community to support sobriety?
- Does the treatment environment affirm LGBT clients? Are intake, assessment and other forms, inclusive of LGBT lives and identities? To what extent is the client able to be “out” in in-patient, day treatment and other groups?

CT/National Substance Abuse Resources

In Connecticut: (ages 18+)

Stonewall Track at Stonington Institute, outpatient, partial hospitalization. For screenings and admission: 800-832-1022; for information, Tim Crimmins, 860-439-6019

Wheeler Clinic: 800.793.3588 (LGBT specific services in counseling, individuals, families and group)

Nationally Resources:

Gateway Program, Westchester Medical Center, Valhalla, NY	(914) 493-1753
Alternatives (Los Angeles, Colorado, Philadelphia) www.alternativesinc.com	(800) 342-5429
Pride Institute (NY, NJ, FL, Chicago, Minneapolis, Dallas) www.pride-institute.com	(800) 54-PRIDE
The Lambda Center (Washington, DC) www.thelambdacenter.com	(202) 885-5784
Montrose Counseling Center: (Houston) www.montrosecounselingcenter.org	(713) 529-0037

Nat. Assoc. of Lesbian & Gay Addiction Professionals (NALGAP) www.nalgap.org **(703) 465-0539**

Gay and Lesbian Medical Association <http://www.glma.org> **(415)-255-4547**

A Provider’s Guide to Substance Abuse Treatment for LGBT Individuals: www.health.org/govpubs/BKD392/index

Recursos En Español

PFLAG (Padres, Madres, Familiares y Amigos de Lesbianas, Gays, Bisexuales y Transgéneros). A continuación va la lista de filiales que ofrecen servicios en español. Es importante ver información actualizada en “www.pflag.org, Programs, FOCN, Latino” que también incluye información de grupos equivalentes a PFLAG en España e Hispanoamérica:

CALIFORNIA:

Pasadena: PFLAG en Español: Leonor Holmstrom, (818) 243-5306 FAX: (818) 547-4847

PFLAG en Español-San Francisco, P.O. Box 640223, San Francisco, CA 94164,
(415) 921-8850 y oprima el 4, e-mail: pflagsf@aol.com, website: www.pflagsf.org

FLORIDA:

PFLAG Fort Lauderdale, 1528 Whitehall Drive, Apt. 101, Fort Lauderdale, FL 33324-6655, Jack (jbenabib@bellsouth.net), 954-962-6202

PFLAG Miami, 1400 Sorolla Ave., Coral Gables, FL 33134-3520, PFLAG Miami/Switchboard/Spanish, Mayita, Mayi458@aol.com, 305-666-1778

PFLAG Vero Beach, P.O. Box 650533, Vero Beach, FL 32965, 772.778.9835, Latna69@aol.com

NEW YORK:

NYC Latino PFLAG, subgrupo de FOC&A PFLAG (Families of Color and Allies PFLAG en NYC). Nila Marrone, nilajoe@optonline.net, 914-787-8738.

PFLAG Westchester County, 529 Revere Drive, Yorktown Heights, NY 10598, <http://www.pflagwestchester.org>, Nila Marrone, nilajoe@optonline.net, 914-787-8738

PUERTO RICO:

PFLAG Puerto Rico, Juan Carlos Espinosa Charriez, espinosa_charriez@yahoo.com, (787) 553-8823

TEXAS:

PFLAG HOUSTON, 1515 Hyde Park Blvd., #20, Houston, TX 77006, www.pflaghouston.org, Sara Fernández, sarafer13@aol.com, Cell: 832-428-7463

LIBROS, FOLLETOS, VIDEOS, PORTALES (WEBSITES):

En “www.pflag.org, Programs, FOCN, Latino” Ud. encontrará una rica fuente de recursos y enlaces que lo llevarán a información en español de las principales organizaciones LGBT en el país.

ABORDANDO LA TEMÁTICA GAY EN LA ESCUELA. (280 páginas). Es un manual de recursos muy amplio que contiene: fundamentos para la inclusión de temas LGBT en la escuela, sugerencias para hacer que la escuela sea un lugar seguro para todos los estudiantes, un currículo fácil de seguir, actividades para el entrenamiento del personal docente y mucho más. La versión en español contiene también cinco anexos entre ellos: 1) Un extenso vocabulario gay en español. 2) Una lista de cientos de grupos hispanos de apoyo, información, educación y activismo en Estados Unidos, Hispanoamérica y España, 3) Una lista de más de 100 personas LGBT hispanas de renombre de los Estados Unidos, Hispanoamérica y España.

Para conseguirlo: <http://www.amazon.com/gp/product/0972283498/002-5823537-7574434?v=glance&n=283155>

CONVERSACIONES: RELATOS POR PADRES Y MADRES DE HIJAS LESBIANAS E HIJOS GAY. Recopilación y redacción de Mariana Romo-Carmona. (2002) Cleis Press. Conversaciones, un libro publicado en español, reúne a familias de los Estados Unidos, Puerto Rico y Canadá. Veintitrés padres y madres latinos hablan de su relación con sus hijos/as gays y lesbianas con franqueza, sentido de humor y cariño. El libro también contiene las narraciones de doce hijos e hijas y un epílogo de Jaime Manrígue. <http://uobookstore.booksense.com/NASApp/store/Product;jsessionid=a6ss1EXM5are?s=showproduct&isbn=1573441260>

DE COLORES (27 minutos): Una documental sobre familias latinas y sus comunidades que muestra como se puede superar las hondras raíces de la homofobia con las todavía más profundas raíces del amor y el respeto. Pedidos a: Peter Barbosa, EyeBite Productions, 4150 17th Street #1, San Francisco, CA 94114, Tel. 415-431-6411, Fax: 415-551-1723 - <http://www.unlearninghomophobia.com/dc.html>. (Extensive guide is now available, see below.)

Recursos En Español, Continuado.

GUÍA DE DISCUSIÓN PARA DE COLORES: La extensa Guía (disponible en inglés y español), cubre los temas de cómo se enteran los hispanos/latinos acerca de la homosexualidad, la importancia de la familia para la gente hispana/latina: lo que significa que un miembro de la familia sea gay, lesbiana o bisexual, haciendo que el amor familiar triunfe sobre la homofobia y el camino hacia la liberación de la homofo. Contiene también preguntas y respuestas sobre temas de minoría sexual y mucho más. 65 páginas. Versión en español: <http://pflag.org/index.php?id=651>. Versión en inglés:

<http://www.unlearninghomophobia.com/studyguides/DeColores.Guide.Eng.pdf>,

EL PRÍNCIPE ENAMORADO. Cuento infantil sobre el amor de dos muchachos, de Carles Recio Alfaro. Barcelona, Ediciones Tempestad, 2002. Desde Estados Unidos pedir a: 011-52-5-286-0895, fax 011-52-5-286-0895, <http://www.elarmarioabierto.com>.

MADRES LESBIANAS: GUÍA PARA FORMAR UNA FAMILIA FELIZ, Suzanne M. Jonson y Elizabeth O'Connor, traducido en México, 2005. Desde Estados Unidos pedir a: 011-52-5-286-0895, fax 011-52-5-286-0895, <http://www.elarmarioabierto.com>

MÁS RESPUESTAS PARA VIVIR UNA SEXUALIDAD INTELIGENTE Y SEGURA. Contiene buena información sobre homosexualidad, de Dra. Anabel Ochoa. México, D.F. Editorial Selector, 2004. Desde Estados Unidos pedir a: 011-52-5-286-0895, fax 011-52-5-286-0895, <http://www.elarmarioabierto.com>

¡MI ESPOSO ES GAY! UNA GUÍA PARA QUE LA MUJER SOBREVIVA LA CRISIS. De Carol Rever, traducido en México. México, Editorial Océano, 2004. Desde Estados Unidos pedir a: 011-52-5-286-0895, fax 011-52-5-286-0895, <http://www.elarmarioabierto.com>

NUESTRAS HIJAS Y NUESTROS HIJOS: PREGUNTAS Y RESPUESTAS PARA PADRES DE GAYS, LESBIANAS Y BISEXUALES. http://www.pflag.org/fileadmin/user_upload/NuestrasHijas.pdf

NUESTROS/AS HIJOS/AS TRANS, Preguntas y respuestas para padres de transgéneros, <http://www.Youth-Guard.Org/pflag-t-net/index.htm>

PAPÁ, MAMÁ, SOY GAY. Una guía para comprender las orientaciones y preferencias sexuales de los hijos, de Rinna Riesenfeld. México, D.F.: Editorial Grijalbo, S.A., 2000. Desde Estados Unidos: 011-52-5-286-0895 fax 011-52-5-286-0895, <http://www.elarmarioabierto.com>

PAULA TIENE DOS MAMÁS. Cuento infantil de Léesele Newman, traducido en España. Barcelona, Edicions Bellaterra, 2003. Desde Estados Unidos pedir a: 011-52-5-286-0895, fax 011-52-5-286-0895, <http://www.elarmarioabierto.com>.

RESPUESTAS PARA VIVIR UNA SEXUALIDAD INTELIGENTE Y SEGURA. Contiene buena información sobre homosexualidad, de Dra. Anabel Ochoa. México, D.F. Editorial Selector, 1998. Desde Estados Unidos pedir a: 011-52-5-286-0895, fax 011-52-5-286-0895, <http://www.elarmarioabierto.com>

REY Y REY (Koning & Koning). Cuento infantil de Linda de Haan y Stern Nijland, traducido en España. Barcelona, Ediciones Serres, 2004. Desde Estados Unidos pedir a: 011-52-5-286-0895, fax 011-52-5-286-0895, <http://www.elarmarioabierto.com>

SEXO ENTRE JÓVENES: PREGUNTAS Y RESPUESTAS. Contiene buena información sobre orientación sexual, de Héctor Castillo Ortiz. México, D.F. Editorial Selector, 2005. Desde Estados Unidos pedir a: 011-52-5-286-0895, fax 011-52-5-286-0895, <http://www.elarmarioabierto.com>

SEXO... ¿QUÉ ES? DESARROLLO, CAMBIOS CORPORALES, SEXO Y SALUD SEXUAL, de Robie H. Harris. Traducido en España de LET'S TALK ABOUT SEX. Contiene buena información sobre homosexualidad. Barcelona, Editorial Serres, 1996. Desde Estados Unidos pedir a: 011-52-5-286-0895, fax 011-52-5-286-0895, <http://www.elarmarioabierto.com>.

SI A USTED LE PREOCUPAN LOS COMPORTAMIENTOS DE GÉNERO DE SU HIJO O HIJA: UNA GUÍA PARA PADRES (Adaptación del inglés "IF YOU ARE CONCERNED ABOUT YOUR CHILD'S GENDER BEHAVIORS"). Pedidos a: Dr. rdo Menvielle, Children's National Medical Center, 111 Michigan Avenue, NW, Washington, DC, 20010, gender@cnmc.org, 202 884-5158, www.dccchildrens.com/gendervariance.

TENGO UNA TÍA QUE NO ES MONJITA. Cuento infantil sobre una tía lesbiana, de Melissa Cardoza. Guadalajara, México: Ediciones Patlatonalli, 2004. Desde Estados Unidos pedir a: 011-52-5-286-0895, fax 011-52-5-286-0895, <http://www.elarmarioabierto.com>.

General Resources

Hotline Numbers:

InfoLine (CT)	(suicide/crises intervention)	211 (24 hr referrals)
National Help Center	(peer counseling) (M-F evenings; Saturday afternoon)	(888) 843-4564
Youth Talk Line	(Monday thru Saturday from 9:30pm to Midnight, Eastern time)	(800) 246-7743
The Trevor Project	(LGBT youth suicide/crises intervention)	(866) 4-U-Trevor (24 hrs)
Fenway Peer listening Line	(M-F, 4-10 PM)	(800) 399-PEER
Fenway Helpline	(M-F, 6-10 PM; Sat/Sun 5-10 PM)	(888) 340-4528

News Magazines: (Note: These magazines may target an adult audience and may contain adult material)

YGA (Young Gay America, launched December 1, 2004):	www.YGAmag.com	(902) 430-6069
Metroline (CT)	www.metroline-online.com	(860) 233-8334
InNewsWeekly (MA/CT)	www.innewsweekly.com	(617) 426-8246
Bay Windows: 637 Tremont Street, Boston, MA 02118	www.baywindows.com	(617) -266-6670
The Advocate (National)	www.advocate.com	
Curve The Best Selling Lesbian Magazine (National)	www.curvemagazine.com	(818) 760-8983
Genre (National)	www.genremagazine.com	
Venus Magazine (African American LGBT magazine)	www.venusmagazine.com	(609) 695-4500.
POZ Magazine (News, information for people living with HIV/AIDS)	www.poz.com	

Other Resources:

Bloodroot Bookstore and Café: 85 Ferris Street, Bridgeport	www.bloodroot.com	(203) 576-9168
Deaf Rainbow Alliance of Connecticut:	DeafCTGaynLes@aol.com	
Gay Men's Domestic Violence Project	www.gmdvp.org , (617) 354-6056 - business	(800) 832-1901 - crisis
Gay and Lesbian Infoline in Massachusetts	www.glnh.org ("resources" for local information)	(413) 731-5403
Hartford Gay and Lesbian Health Collective	www.hglhc.org	(860) 278-4163 (referral resource)
InfoLine (CT)	(also offers suicide/crises intervention)	211 (24 hr referrals)
LGBT AA, NA or other 12 step program:	www.ct-aa.org	
National Lesbian and Gay Journalists Association	www.nlgja.org	
OUT in Comics (queer comics, with bios and contact info)	www.prismcomics.org	
Straight Spouse Network:	www.ssnetwk.org	(510) 525-0200
VIBES, Gift Shop, Coffee House, Groups & Gallery: 116 Water Street. Wooster MA		(508) 753-9969
Who What When & Aware Newsletter (on-line, activities calendar)	www.whowhatwhenaware.com	

Open and Affirming Communities of Faith: For a current lists, see the following:

The Coalition, United Church of Christ Coalition for LGBT Concerns	(800) 653-0799
PMB 230, 800 Village Walk, Guilford, CT 06437	www.uccoalition.org/programs/onahtmlpages.htm
Welcoming Congregations, Unitarian Universalist	http://www.uua.org/obgltc/wcp/stateal.html
Interfaith Coalition Listing:	http://www.christianlesbians.com/churches/connecticut.html
Metropolitan Community Church (Interfaith LGBT ministry)	http://www.mcccchurch.org/
Al-Fatiha Foundation (http://www.al-fatiha.net/) is dedicated to Muslims who are lesbian, gay, bisexual, transgender, intersex, questioning, those exploring their sexual orientation or gender identity, and their allies, families and friends.	
WWW.GayJews.org (though this site focuses on Orthodox LGBT Jewish issues, it offers many links to general Jewish LGBT Sites and organizations. Also, visit http://www.glbtejews.org/ the world congress of LGBT Jews for news, chat rooms, etc.	

Internet Resources

World Wide Web: On-Line Internet Addresses (For Transgender Resources, See Next Page)

- ❖ <http://www.outproud.org> (Queer America database)
- ❖ www.youthresource.com (Youth Resources with lots of special communities - like trans youth, bi youth, African American youth, Latina(a) youth, etc.)
- ❖ www.ambientejuven.org (website for Latino/Latina YMSM and GLBTQ youth)
- ❖ www.MySistahs.org (created by and for young women of color to provide holistic sexual health information)
- ❖ <http://www.gsanetwork.org> (on line GSA support, also see www.GLSEN.org)
- ❖ www.gayyearbook.com (high school pictures of LGBT youth and what they are doing now – some great role models!)
- ❖ <http://www.biresource.org> (offers extensive resources for bi youth, adults and families)
- ❖ www.bisexual.org (chat rooms, conferences, research, books, etc. Hosted by the American Institute of Bisexuality)
- ❖ <http://www.binetusa.org> (lots of bi-specific contacts, pamphlets, etc.)
- ❖ www.i-out.com (the advocate newspaper website on queer living in the northeast)
- ❖ www.blackgaychristian.com (info, chat room, articles, etc concerning Black GLBT Spirituality)
- ❖ <http://www.planetout.com> (a virtual community)
- ❖ <http://www.deafqueer.org> (Queer Deaf community, also has a E-News service that includes CT listings)
- ❖ www.washburn.edu/sobu/broach/glbtscholar.html (clearinghouse for LGBT scholarships)
- ❖ www.rcym.org (Rainbow Christian Youth Ministries, info on the biblical passages often used against LGBT people)
- ❖ <http://psychology.ucdavis.edu/rainbow> (good source of facts and articles, maintained by Gregory M. Herek, Ph.D.)
- ❖ <http://www.siecus.org/index> (sexuality information and education. Good source of accurate information)
- ❖ <http://members.aol.com/gendervariant/naring.htm> (web ring for LGBT Native Americans)
- ❖ www.health.org/features/lgbt (national Clearing House for Alcohol and Drug Information & LGBT specific resources)

Connecticut Based Pages:

- ❖ <http://www.OurTrueColors.org> True Colors website, created & maintained by Brande Schweitzer)
- ❖ <http://www.ctgay.org> (created by OutSpoken & maintained by Doug Nissing)

National Organizations (provide a variety of services and resources)

www.nyacyouth.org	www.nglftf.org	www.pflag.org /
www.advocatesforyouth.org	www.lamdalegal.org	http://www.glsen.org
www.hrc.org	www.nclrights.org	

Some Internet Safety Tips:

The Internet is a great source of support for LGBT teens. For some, it may be the only support. It is a place where you can find and make friends, find acceptance and be yourselves, get advice, read magazines, talk to friends, form activist groups and more. Unfortunately, not everyone you meet on the 'net' has such innocent intentions. And, sometimes, when a young person is lonely, you can become the perfect 'prey' – especially if you would be afraid to tell your parents if something happened because it would mean coming out to them. Here are some things to pay attention to:

- ✓ **People are not always what they say they are.** Appearances can be deceiving and people may try to talk you into doing things you might feel badly about later. Trust your instincts. If you catch someone in one lie, chances are there are others... You may want to be careful how much information you provide about yourself in your profile.
- ✓ **Be careful if you decide to meet.** Meet in a public place a few times first, before deciding to go to a more private location. Always tell someone where and with whom you are going! Make sure you use your own or public transportation in case things don't go as you planned and you want to make an earlier exit.
- ✓ **You have the right to expect respect.** If something happens to you that you think is harassment, assault or rape, then you need to take some actions. Tell someone you trust. Then get help.
- ✓ **Remember your body is yours and yours alone.** You have a right to stop things whenever you feel uncomfortable – even if the other person doesn't want to. You have the right to say NO!
- ✓ **Trust Your Instincts.** If you feel unsafe, you probably are. **Act on your feelings and get out.**

Transgender Resources

TRANSGENDER (GENDER VARIANCE): A spectrum of thoughts, beliefs, feelings, behaviors ranging along a continuum from an occasional interest in **Cross-Dressing** (presenting as another gender) to **Transexuality** (aligning one's external physical gender presentation with one's internal perception of gender) to **GenderQueer** (an individual who does not identify within the gender binary systems (as male/masculine or female/feminine) and which does not imply specific sexual attractions or orientation).

Regional and CT Resources: (most are adult focused)

CT. Outreach Society. PO Box 163, Farmington, CT 06034 www.ctoutreach.org **(860) 604-6343**

Offers a monthly newsletter, special events, a membership director, support and social events.

The ConnecticutView c/o Denise Mason, PO Box 2281, Milford, CT 06460 masonD@aol.com

Offers a monthly newsletter, special events, a membership director, support and social events. www.transgender.org/ctv

East Coast Female to Male Support Group, PO Box 60585, Florence Station, Northampton, MA 01062

Offers monthly support groups

International Foundation for Gender Education,

(781) 899-2212

PO Box 540229 Waltham, MA 02454-Web Page: www.ifge.org

Offers a variety of support services including MTF and FTM groups, books, articles, resources etc.

Sylvia Rivera Transgender Law Center

www.srlp.org

(646) 602-5634

Offers a variety of informational legal services such as dealing with discrimination, transitioning on the job, etc.

TransAdvocacy Coalition

www.transadvocacy.com

To Make CT a Safe And Tolerant Place for the Trans-identified Individual and Community through Political and Social Advocacy.

XX Club, Po Box 387, Hartford, CT 06141 www.twentyclub.org

(860) 646-8651

Offers peer support/information to transsexual persons, publishes a newsletter, maintains a speakers bureau www.twentyclub.org

CT SOFFA Group: - u2kristal@yahoo.com 860.878.5256 or Kasha -kho@afsc.org 860.523.1534. mailing list subscription at http://groups.yahoo.com/group/CT_SOFFA. A Hartford based group for Significant Others, Family, Friends and Allies of Transgendered, Transsexual and Gender Variant people (SOFFAs) providing a safe space for SOFFAs to give each other social support, share resources and develop community and friendships. Second Sunday from 2pm to 4pm. Contact Kristal for location.

Gateway Program, Westchester Medical Center, Valhalla, NY

(914) 493-1753 (New York)

(Provides LGBT youth, group, family and couple therapy, LGBT specific substance abuse counseling, with an expertise in transgender experience) (For Therapists with a Transgender expertise, see page 11)

Other informational, youth and political sites:

Bending the Mold: An Action Kit for Transgender Youth: Lambda Legal and NYAC Publication. Available for download at www.lambdalegal.org or by calling NYAC at 800-541-6922

<http://www.gires.org.uk> is a wonderful resource of information regarding transgender youth, the children of transgender parents, care-givers, professionals and interested others.

<http://www.transkids.us/> (By and for FtM trans youth. Comprehensive information with essays, support, and resources.)

<http://www.girlsnotchicks.com> (gender blending/bending coloring book and other cool stuff)

www.gendercrash.com (out of Boston, gender activist information, resources)

www.youthresource.com (offers trans youth space)

<http://www.nyagra.tripod.com> (NY Based Gender Rights Advocacy)

www.HBIGDA.org (standards of care document with information regarding the role of the therapists)

<http://www.gpac.org> (National Gender Rights Advocacy)

<http://www.ingersollcenter.org> (information and referral site)

www.gender.org (informational and referral site)

www.transgenderlegal.com (created to accelerate the legal freedom of transgender folks)

www.transgenderlaw.org (Transgender Law and Policy Institute)

www.nctequality.org: (National Center for Transgender Equality)

www.nclrights.org (National Center for Lesbian Rights (NCLR))

www.ntac.org (National Transgender Advocacy Coalition:)

On- Line Intersex Resources

All website descriptions are taken directly from the website as direct quotes.

Bodies Like Ours: www.bodieslikeours.org

“Bodies Like Ours seeks to end the shame and secrecy that surrounds people born intersexed and/or with atypical genitals through community and peer support. Our goals are to make it okay to be born different and to recognize that we are not defined by what is between our legs. Instead, we seek to be defined by what makes us whole as human beings--our soul, our gender, and our presence.”

Intersex Society of North America: www.insa.org

“The Intersex Society of North America (ISNA) is devoted to systemic change to end shame, secrecy, and unwanted genital surgeries for people born with an anatomy that someone decided is not standard for male or female. We urge physicians to use a model of care that is patient-centered, rather than concealment-centered”

Intersex Initiative: <http://www.ipdx.org/> Intersex Initiative

“(IPDX) is a Portland, Oregon based national activist organization working to end the medical abuse of children born with intersex conditions. We also challenge the medical and social erasure of intersex existence through raising the awareness of issues faced by intersex people. In addition to Portland, Oregon area, we have bases in the San Francisco Bay Area and in Japan, and work with various national organizations. Emi Koyama has been an intern-turned-staffer at Intersex Society of North America before founding Intersex Initiative. Since January 2003, she has been the full-time director of Intersex Initiative.”

The Survivor Project: <http://www.survivorproject.org/links.html>

Survivor Project is a non-profit organization dedicated to addressing the needs of intersex and trans survivors of domestic and sexual violence through caring action, education and expanding access to resources and to opportunities for action. Since 1997, we have provided presentations, workshops, consultation, materials, information and referrals to many anti-violence organizations and universities across the country, as well as gathered information about issues faced by intersex and trans survivors of domestic and sexual violence.

Some additional support groups:

- Androgen Insensitivity Syndrome Support Group (AISSG)
<http://www.medhelp.org/www/ais>
- Congenital Adrenal Hyperplasia
<http://www.caresfoundation.org/what.html>
- Klinefelter Syndrome and Associates
<http://www.genetic.org>
- Hypospadias & Epispadias Association
<http://www.heainfo.org/>
- The Turner Syndrome Society of the United States
<http://www.turner-syndrome-us.org>

Fact Sheets, Tool Kits, Pamphlets

Mostly web-based, each of these resources offers a variety of fact sheets, questions and answers, summaries of relevant facts, etc.

- ❖ **Advocates for Youth:** Rights, Respect, Responsibility: www.advocatesforyouth.org a general youth information site that includes articles, resources, information targeting LGBT youth as well as LGBT youth of color.
- ❖ **American Civil Liberties Union:** Lesbian and Gay Rights, information for GSAs, etc. <http://www.aclu.org/>
- ❖ **American Medical Student Association:** Health Concerns in the LGBT Community
<http://www.amsa.org/adv/lgbtpm/concerns.cfm>
- ❖ **American Psychological Association Position Paper on Same Sex Families and Parenting:**
<http://www.apa.org/ppo/issues/lgbfamilybrf604.html>
- ❖ **Bending the Mold: An Action Kit for Transgender Youth:** Lambda Legal and NYAC Publication. Available for download at www.lambdalegal.org or by calling NYAC at 800-541-6922
- ❖ **Children's National Medical Center.** Wonderful Information for parents regarding gender variant children. Available in both Spanish and English. Edgardo Menvielle, MD, (202) 884-3862, emenviel@cnmc.org .
<http://www.dcchildrens.com/dcchildrens/about/subclinical/subneuroscience/gender.aspx>
- ❖ **CT ClearingHouse** has a number of very inexpensive pamphlets and brochures targeting LGBT youth and families. 1-800-232-4424
- ❖ **CT Women's Education and Legal Fund (CWEALF):** offers a number of publications including Legal Rights of Lesbians Gay Men and Bisexuals in CT. (860) 247-6090 www.cwealf.org
- ❖ **Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity** National School Boards Association. <http://www.nsba.org/site/docs/34600/34527.pdf>
- ❖ **Funders for Lesbian and Gay Issues:** http://www.lgbtfunders.org/lgbtfunders/key_issues.htm
- ❖ **Gay and Lesbian Medical Association:** www.GLMA.org Great population specific (gay, lesbian, bi, trans, intersex) health care information
- ❖ **GSA Network** <http://www.gsanetwork.org/> This is a great resource with information on how to set up and maintain GSAs; legal resources; building an anti-racist GSA
- ❖ **infoSource:** Bibliographies, abstracts and summaries, PHD. Theses and other information on gay youth suicide.
www.virtualcity.com/youthsuicide/gbsuicide3.htm
- ❖ **Journalists Toolbox: How to Cover LGBT People: Education and Resources for Journalists.** National Lesbian and Gay Journalists Association (www.nlgja.org)
- ❖ **Just the Facts:** Sexual Orientation & Youth, A Primer for Principals, Educators and School Personnel
<http://www.apa.org/pi/lgbcp/publications/justthefacts.html>
- ❖ **Lambda Legal Defense and Education Fund:** Has a variety of great pamphlets and fact sheets including: Out, Safe & Respected: Your Rights at School (fact kit) and Gay & Lesbian Youth in Schools (fact sheet):
http://www.lambdalegal.org/binary-data/LAMBDA_PDF/pdf/I58.pdf
- ❖ **Lambda Legal Defense and Education Fund:** A Report on the Unmet Needs of Lesbian, Gay, Bisexual, and Transgender Adolescents in Foster Care. <http://www.lambdalegal.org/cgi-bin/iowa/documents/record?record=899>
- ❖ **Language and Reference Guide for the Black LGBT/SGL Community:**
www.GLAAD.org/publications/resources_doc-detail.php?id=3091
- ❖ **National Center for Lesbian Rights (NCLR): Toolkit on LGBTQ youth in Foster Care and Juvenile Justice** www.nclr.org (they offer toolkits including talking points for schools boards, transgender specific inclusion, organizing and policies and more.)
- ❖ **Respect of All Project:** tools and resources to start the dialogue with youth. www.respectforall.org
- ❖ **Sexuality Information and Education Council of the United States (SIECUS) :**
http://www.siecus.org/pubs/fact/FS_lgbt_youth_issues.pdf <http://www.siecus.org/pubs/fact/fact0013.html>
- ❖ **U.S. Politics (Gay Youth Issues and Resources):** Online resources about issues surrounding gay, lesbian, bisexual and transgender youth <http://uspolitics.about.com/cs/gayyouthissues/>
- ❖ **"What Does Gay Mean? How to Talk with Kids about Sexual Orientation and Prejudice"** Lynn Ponton, M.D. National Mental Health Association. 800-969-6642 or www.nmha.org/whatdoesgaymean

Posters/Videos

LGBT Family Resources: www.familypride.org <http://www.colage.org/ylap/posters.html>

Videos: www.newday.com www.wmm.com www.frameline.org

Posters: <http://www.safeschoolscoalition.org/RG-posters.html> <http://www.cafepress.com/>

Recommended Videos:

All God's Children (25 min). Documentary by & about gay and lesbian African Americans and the church. High School + www.Mediarights.org

A Question of Equality (a public television series which documents the LGBT struggle for civil rights from the Stonewall riots of 1969 to the mid 1990's. 4 tapes, 55 minutes each). Available from www.COLAGE.org

Before Stonewall: The Making of a Gay and Lesbian Community. (87 min). Documentary about gay life before 1969. Available at www.amazon.com High School +

Both My Moms' Names are Judy: Children of Lesbians and Gays Speak Out (10 Min). Children 7-11 describe their experiences growing up in same sex headed households (415) 522-8773. www.youth.org/loco/PERSONproject/resources/videos (intermediate grades)

Daddy and Papa (2004). (68 minutes). A compelling exploration of gay fatherhood and its personal and political impact on American Culture. New Day Films, 190 Route 17M, PO Box 1084 Harriman, NY 10926. www.newday.com

Daughters of Dykes (1980, 14 minutes); teenage daughters of lesbian moms talk about their experiences. www.mediareights.org

The "Different and the Same" Video Series (short discussion starters). (800) 228-4630 (Elementary)

Let's Get Real (2004): Documentary about name calling and bullying with curriculum guide. Produced by Women's Educational Media and available at New Day Films, 1-888-367-9154 or www.newday.com (Middle School)

Love Makes a Family: Gay Parents in the 90's (1991, 16 minutes) various LGB parents talking about their lives. Fanlight Productions. 800-937-4113

Out of the Past: Sundance Audience award winning film featuring historic photos, clips, celebrity voice-overs and an investigation of a GSA situation in Utah. GLSEN National: <http://www.glsen.org> or www.amazon.com .

Scouts Honor. Told mainly through the eyes of a 13 year old boy and a 70 year old man seeking to change the course of scouting history and end the oppression of gay men and boys. New Day Films: 888-367-9154

Straight From the Heart: Stories of Parent's Journeys to a New Understanding of Their Gay and Lesbian Children (24 min) (Adult) Transit Media Library 800-343-5540.

Teaching Respect for All: For teachers, administrators and parents (51 min) Call GLSEN: (212) 727-0135

"It's Elementary!" "That's a Family!" "Let's Get Real;" Videos for elementary/middle school children and parents, teachers and others about diverse families and reducing homophobia. Contact: www.womedia.org or 415-641-4616

Our House Sugar Pictures, 259 W. 30th Street, 14th Floor, NYC, NY 10001 212-279-1461 (A Video Documentary About Growing up in an LGBT family)

Out of My Parent's Closet: play written and performed by the adolescent and adult children for LGBT parents. 1994 (ages 18+) COLAGE and Piper Dreams Productions, 415-861-5437

Sample Posters (many available at the websites listed above):

Degrading Ethnic, Racial, Sexist or Homophobic Remarks Not Acceptable Here: Norwest Center for Equity and Diversity, Edmonds Community College. (poster) 2000 68th Ave. W. Lynnwood, WA 98036 425-640-1065

Freedom Posters (anti-gay bashing posters): PO Box 1792, Lawrence, KS 66044

What Can You Do? Your Best Friend Has Just Told You, "I'm Gay." (206) 632-0662, ext. 201 or WNGSPAN@aol.com (poster)

Will You Be there for Every Friend? NW Coalition Against Malicious Harassment. (poster)

Summary of LGBT Legal Rights in Schools

On the Federal Level

Title IX:

In March of 1997, a policy paper was issued that indicated that Title IX (a statute which prohibits sexual and gender discrimination) can be interpreted to include a prohibition against sexual harassment on the basis of orientation. That means that if a sexual minority student is sexually harassed (harassment with a sexual nature or overtone), and the school does not make significant efforts to overcome and prevent this harassment, the school has the potential to lose their federal funding!

Constitutional Rights:

The Constitution guarantees the right to equal protection. In the summer of 1997, this constitutional law was used to hold 3 school principals personally liable (in the amount of \$800,000) for their failure to protect Jamie Nabozny from harassment and abuse based upon his sexual orientation while he was a student in a Wisconsin public school.

Equal Access Law:

Congress passed legislation originally designed to allow religious groups to meet in the schools as a “club”. Because legislation must be neutral and can not discriminate, the law broadly covers any “club” which allows anyone to join, has a non-violent purpose and meets the rules of the school, including Gay/Straight Alliances.

On the State Level

“Gay Rights Law” PA 91-58u (CGS 46a-81a / CGS 46a-60)

CT is one of about 14 states that has an anti-discrimination law which makes it illegal to discriminate on the basis of sexual orientation. Although this law is specific to housing and employment, many believe that schools are covered under the public accommodation clause.

Student Bill of Rights PA 97-247 Sec 6 (CGS 10-15c)

In June of 1997, Connecticut became the 5th state to amend their educational statutes to include sexual orientation as a protected category within the existing Student Bill of Rights.

Hate Crimes Law (CGS 53a-181b / CGS 53a-40a)

CT is one of more than 21 states that also has Hate Crimes legislation which includes sexual orientation and provides additional penalties for crimes committed out of “hate” and prejudice. **NOTE:** A coalition of agencies and organizations are currently attempting to add gender identity and expression, as well as people with disabilities to the Hate Crimes Statute.

Tort Laws

Personal Injury Lawsuits allow a remedy for hurt and can be available to address all forms of bigotry in the school. Professional liability insurance does not cover discrimination (since it is illegal).

Licensing Statutes

These statutes always include Ethics clauses that require non-discrimination. Failure to meet these standard can result in a teacher’s, guidance counselor’s or other licensed professional’s loss of license.

Individual School District Policies

Many state school districts (for example, Coventry, Hartford, New Haven, Stratford, Westport and others) followed the example of the National Association of State Boards of Education, the National Association of Local Boards of Education, NEA, and others by adding sexual orientation to their policies.

Steps for Filing a School Discrimination Complaint

Discrimination in schools based on sexual orientation is a violation of federal law - Title IX, and CT State Law - 10-15c. There have been over fifteen cases nationwide that have been brought against school districts for failing to protect students from discrimination on the basis of sexual orientation. People may file a complaint in a number of ways and can consider any or all of the following:

- 1) File a complaint with the school system under Title IX**, through the Title IX Coordinator. Each school district is required by federal law to have a person identified as the District Title IX Coordinator. This person oversees compliance. Title IX requires that the District Title IX Coordinator's name, title, address and phone number must be published and posted. The school districts harassment policy, complaint process, grievance procedure must be made available to staff, students and parents. The school's non-discrimination policy must be included in any and all official school publications. To find out who your District Title IX Coordinator is, go to the CT State Department of Education website at http://www.state.ct.us/sde/dtl/cert/titl9/t9coord_main.htm
- 2) File a complaint with the principal under 10-15c (see legal rights on previous page)**
- 3) File with the Office for Civil Rights in Boston** by calling 1-617-223-9662 or visiting <http://www.ed.gov/about/offices/list/ocr/complaintprocess.html>
- 4) File with the CT Commission on Human Rights and Opportunities** 800-477-5737/860-541-3400
- 5) Call DCF (Dept of Children & Families) if child abuse is suspected** - (800) 842-2288
- 6) Call police if possible criminal matter**
- 7) Obtain lawyer for legal action.** CWEALF (CT Women's Education & Legal Fund) has attorneys on retainer who will provide a free initial legal consultation. Contact them at 860-247-6090 or go to: <http://www.cwealf.org/>
- 8) Note that Section 1983 of federal law may be used as a legal tool:** "... gay students who face peer harassment may rely on federal law, namely 28 U.S.C. § 1983 [Section 1983], to sue school officials who turn a blind eye to harassment. When a school official knowingly allows the harassment of a gay student to continue, that school official violates the student's right to equal protection under the Fourteenth Amendment to the United States Constitution.²⁸ Furthermore, this note argues that school officials who do not take steps to end known anti-gay harassment of students by peers are not shielded, even under the lowest level of scrutiny, from personal liability by the affirmative defense of qualified immunity. (From ... PERSONAL LIABILITY OF SCHOOL OFFICIALS UNDER § 1983 WHO IGNORE PEER HARASSMENT OF GAY STUDENTS by JEFFREY I. BEDELL* UNIVERSITY OF ILLINOIS LAW REVIEW [Vol. 2003] 9/9/2003)
- 9) Remember that anyone can file for the revocation of a teacher's certification** - call Connecticut State Department of Education Legal Dept – Ronald C. Harris at 860-713-6520
- 10) Some Combination of the above...**

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Also see: Office for Civil Rights, US Dept of Education at: www.ed.gov/about/offices/list/ocr/complaintprocess.html

School Harassment Prevention & Response Checklist

This is a quick, down and dirty check-list of action steps a school might consider as it seeks to ensure that all students are safe, affirmed and free of harassment. This tool is not meant to substitute for legal advice or considerations, or to mitigate the potential for various liability issues schools could face for failing to protect youth from harassment on the basis of actual or perceived sexual orientation. The Connecticut Women's Education and Legal Fund (CWEALF) in Hartford is a good resource for more specific information (860) 524-0601)

Are all appropriate personnel aware of the serious nature of harassment on the basis of sexual orientation? It isn't just 'bad behavior' – it's illegal!

- Connecticut Civil Rights, Student Rights and Hate Crimes Statutes as well as Federal Statutes like Title IX, can be brought to bear on the issue (see page 22 or 23 for more information)

In the event of an alleged incident what are your school's policies? What steps will be taken with the alleged perpetrator? Some issues to consider might be:

- What means will you use to investigate the allegations in a way that preserves the confidentiality of participants as much as possible while still getting the whole picture?
- Will you have an initial meeting with full explanation of the seriousness of his/her/hir actions?
- Will the incident be reported to police? Rationale for reporting or not reporting?
- What disciplinary actions will be taken? Rationale for specific actions taken or not?
- Will there be a meeting with parents/guardians? If a meeting is not arranged, what is the rationale?
- What support (community, therapeutic and/or other resources) are available for the alleged victim and his/her family and the alleged perpetrator and his/her/hir family?
- What follow-up is planned with the each of the involved parties?

What specific steps will you take to protect targeted students?

- Think about the school environment globally and consider safety issues in classrooms and hallways; libraries and other resource areas; lunchroom, bathrooms and locker rooms; Buses and parking lot areas
- How can you engage other students/faculty and staff in responsibility for the safety of all? How have you informed or engaged students in understanding school policies regarding safety, harassment, bullying, etc.

What steps can be taken to inform, involve, & engage faculty in the creation of a safe school climate?

- Faculty meeting, training or workshop? (When was the last time you had a training specifically on LGBT issues at your school? If you haven't – when will you?)
- How have you ensured that all faculty and staff are aware of school, state and federal policies regarding the issue? What follow-up plans do you have to maintain their interest and engagement in the issues?

What steps can be taken to transform an overall school culture which allows/condones bullying in any form?

- Anti-bullying policies and enforcement?
- Assemblies or other means of student information
- Classroom discussions and/or other anti-bullying, diversity or tolerance curricula?
- Follow-up plans?
- Other?

Note: Ze and Hir are gender neutral pronouns used by individuals who find that binary gender descriptions don't adequately describe their experience of gender. In the 2004 Legislative Session, CT added Gender Identity and Expression to its Hate Crime statutes. In addition, in a ruling by the State of Connecticut Human Resource Commission, sexual harassment statutes were interpreted to include "non-traditional" gender presentation. It is useful to note that most harassment of LGBT youth happens when others make assumptions about a student's sexual orientation based on the extent to which he/she/ze transgresses gender stereotypes.

Agency/School/Organization Assessment Survey

Assessment is a critical first step in ensuring that your school, your agency or your organization is safe, inclusive and affirming of all your constituents, including those that are LGBT. The following survey, developed by True Colors, Inc. may be used as an assessment tool in staff meetings, agency trainings, Quality of work life committees, or other programming. True Colors is available for consultation in areas of assessment, in-service training, and policy development/implementation.

- 1) Are Policies Inclusive of Sexual Orientation and Gender Expression/Identity? Review all of the following for inclusiveness:
 - a) Non-Discrimination Policies
 - b) Sexual Harassment Policies
 - c) Personnel
 - i) Hiring
 - ii) Contractual Agreements with employees and vendors
 - iii) Domestic Partnership and other Employee Benefits
- 2) Do policies include written, easily accessible and escalating mechanisms for staff, clients and/or their families to address a perceived breach?
 - a) Are staff, clients and/or families aware that these mechanisms exist?
 - b) Are the forms or mechanisms readily accessible?
 - c) Do staff, clients or families experience an actual or perceived risk in taking action?
- 3) Is the physical environment safe, inclusive and affirming? (Scanning the areas, could you tell that this is a welcoming environment?)
 - a) Public areas
 - b) Clients and family areas (including waiting rooms, offices, corridors, etc)
 - c) Staff areas
 - d) Are restrooms and bathroom facilities gender neutral or are private facilities available and easily accessible?
 - e) Do your off-site facilities meet same or similar standards?
- 4) Are Client/Staff and/or Family Forms inclusive of sexual minority populations incorporating options that recognize relationship status, support networks and family make-up?
 - a) Employment Applications
 - b) School Registration, Intake, Interview and other initial contact forms
 - c) Psycho-sexual history and other treatment planning forms
 - d) Other forms specific to your environment?
- 5) Have all Management Staff (including Board of Directors, Advisory Boards, etc) participated in values clarification and/or non-discrimination in-service, workshops or training?
- 6) Have all support staff with casual client and/or family contact participated in values clarification and/or non-discrimination in-service, workshops or training?

Agency/School/Organization Assessment, cont.

- 7) Have all staff with direct student/client contact or responsibilities participated in values clarification in-service, workshops or training that includes an analysis of the impact of personal values on professional performance?
- 8) Have all staff with direct service participated in skill development and cultural competency-based curriculum or training that includes an exploration of issues specific to this population in your environment? Some examples might include:
 - a) A skill-building “safe schools or classrooms” workshop that focuses on ways that educators can create safe, affirming learning environments and cultures
 - b) An exploration of different models regarding the coming out process, its developmental impact and appropriate interventions through each stage of development and coming out for both LGBT individuals and the children of LGBT parents.
 - c) An exploration of differences and distinctions regarding sexual behavior, sexual reactivity, sexual acting out, sexual abuse or assault and sexual orientation.
 - d) An exploration of gender, gender identity, gender variance, genderqueerness, and gender dysphoria.
 - e) An exploration/discussion of evolving language regarding orientation and gender: gay, LGBT; LGBTQQTS; queer; genderqueer; MSM, YMSM; etc. and the ways in which self-labeling intersect with identity.
 - f) A multi-cultural exploration of the impact of orientation on family and other client support systems and specifically how does the agency provide support services to the families of youth who are sexual and/or gender minorities?
- 9) Do support services and programs address issues of orientation in peer support groups, social integration and socialization programs through education or other means?
- 10) Are research initiatives inclusive of issues of sexual orientation in determining target populations; program or treatment developments, outcomes and evaluations; prevention, and risk factor research?
- 11) Does on-going skill development training (such as teacher education days, morning lectures; grand rounds, etc.) include topics related to sexual orientation?
- 12) Other?

Creating a Safe Health Care & Social Service Environment

These guidelines were summarized from a report by the **Gay & Lesbian Medical Association (www.glma.org)**, and a **Safe Harbors, Task Force Meeting** regarding LGBTI youth in out-of-home care.

1) Create a Welcoming Environment: LGBTI clients often ‘scan’ an office for clues to help them determine to what extent the office, staff or agency is affirming of their sexual orientation or gender identity. You may want to implement some of the following suggestions as appropriate to your setting:

- a. Posters showing racially and ethnically diverse same sex couples or families (a list of possible posters is available in this resource guide on page 21)
- b. LGBTI friendly stickers, symbols posted in offices or doors (e.g. safe zone stickers; rainbow flag, etc.) See page 4 for ordering information
- c. Visible non-discrimination statement that explicitly includes orientation and gender identity/expression
- d. Provide at least one universal, gender inclusive ‘restroom’ so that people are not faced with the issue of choosing the ‘right’ or ‘wrong’ bathroom.
- e. Providing LGBTI specific media such as this resource guide, local or national magazines or newsletters. Post appropriate resource information and activities.

2) Intake forms and inclusive language: Filling out intake forms gives clients their first, and most important, impressions of the extent to which their identity and families systems are recognized and affirmed. Review your forms for inclusive language on sex, gender, relationship status, and family structures. In addition, if your practice is likely to include transgender and intersex people, additional training about their unique health, mental health and other concerns is critical to effective, competent service delivery.

- a. When discussing sexual history, it is very important to reflect client language and terminology about their partners and their behavior. Many people do not define themselves through a sexual identity label, yet may have sex with persons of their same sex or gender, or with more than one sex. If you identify an individual as ‘gay’ when they don’t self-identify in that way, you can damage rapport and trust. Respect transgender patients by using appropriate pronouns for their gender expression. If you are unsure, ask in a gentle, respectful way.
- b. When talking about sexual or relationship partners, use gender-neutral language such as “partner(s)” or significant other(s). Ask open-ended questions and don’t assume the gender of a client’s partner(s) or sexual behaviors. Don’t assume that current and past behaviors are the same. Look for ways in which stereotypes can impact the questions you ask and don’t ask (for example, not asking a gay man about children; or not asking a woman who identifies as lesbian about STI risks).
- c. Within DCF, many forms (such as potential foster parent interview forms) have been updated to include gender-neutral language. Practice using that language until you are comfortable with it. If the form is not neutral, practice asking the question in a way that is.
- d. Ask violence screening questions in a gender neutral way: have you been physically or sexually hurt (are you currently being hurt, have you ever experienced being hurt) by someone you love or by a stranger? Have you ever been sexually assaulted or raped?

3) Some important “Do’s” (from the True Colors/DCF Safe Harbors Task Force):

- a. Consistently challenge biased remarks regardless of the source.
- b. Understand that questioning, exploration, and fluidity is normal for adolescents
- c. Challenge your pre-conceived ideas of what is good for youth and children in terms of placements, family structure and relationships. Educate yourself about sexuality and gender.
- d. Consider carefully what you place into youth’s records since those records are going to follow them throughout the system.
- e. Use supervision if you are struggling to balance your personal views with your professional responsibilities or if you want to ‘check out’ your assessment or recommendations for hidden biases. (Note that supervision can be provided by your supervisor OR by a trusted peer, mentor, or other knowledgeable support person in your life).
- f. Assess and educate existing and potential foster homes and other residential settings for their openness, comfort level, attitudes and policies regarding sexual orientation and gender identity of youth in their care.

Action Steps for Individuals

Here are some ideas you can put into practice immediately upon return to your school or office!

Goals: Reduce violence and harassment and reduce the negative consequences of oppression; Increase self-esteem and a sense of belonging; Assist youth in clarifying their self-identity in positive ways.

Assess the school or agency climate by reviewing (and strengthening where necessary):

- ❖ Your own individual attitudes and beliefs; agency policies; access to positive services. (There is an sample agency assessment form that follows.)

Some things you can do as an individual:

- ❖ Explore your own assumptions, recognizing the source of some of your thoughts and beliefs and the impact of these beliefs on your works with LGBT youth and families. (Check out the Riddle Scale on page 30 for a sort of self-check regarding your personal values.)
- ❖ Learn about the connections between anti-LGBT bias and racism, sexism, classism, etc.
- ❖ Understand issues that may be unique to LGBT youth such as the fear of discovery; rejection and social isolation; pressure to conform to heterosexuality; potential harassment and violence; alcohol and drug abuse; suicide risks, etc.
- ❖ Look for a support network of advocates. Listen and learn from LGBT people. Attend LGBT events, films, workshops, pride marches, PGLAG meetings, etc.
- ❖ Examine your use of language: Do your questions and conversations assume heterosexuality of the individual and his/her parents or family?
- ❖ Learn about laws, policies and political issues affecting the rights of LGBT people (e.g. Boy Scouts policies, domestic partnerships, second parent adoption, etc.)
- ❖ Collect pamphlets, information, community resources to use, share and display.
- ❖ Speak up, speak out (understanding and respecting the courage that takes). Educate others by sponsoring events, panels or workshops, offering accurate information upon hearing slurs or myths. Interrupt anti-LGBT jokes, assumptions; write letters to the editor; etc.

Some actions you can take in your school/classroom/agency/program or office:

- ❖ Wear a button/sticker that promotes awareness (or use magnets or other posted symbols)
- ❖ Assess current posters and add awareness posters that include LGBT examples
- ❖ Identify and use opportunities to contradict negative messages. Take advantage of “Teachable moments”. Stop heterosexist jokes or remarks. Speak up in defense and support of LGBT clients, students and staff.
- ❖ Identify and use opportunities to integrate LGBT examples in curriculum, lesson plans, intake and other forms, interviews and other client interactions.
- ❖ Set and consistently enforce clear rules of behavior that respect and protect diversity; Encourage respectful discussion and debate. (contact Connecticut Women’s Education And Legal Fund or CT chapter of the American Civil Liberties Union or other agencies for pamphlets on the difference between ‘free speech’ and ‘hate language’.

Some things your school or agency can do:

- ❖ Create and enforce clear policies. For sample policies, contact The American Academy of Pediatrics; The American Medical Association; The American Psychiatric Association; the National Association of Social Workers; Child Welfare League of America; the National Education Association; The American Federation of Teachers; The American Bar Association; The American School Counselor Association; the American School Health Association; and others with inclusive policies (or see Gay Lesbian Straight Education Network (GLSEN/CT’s) “Tackling Gay Issues in School” for samples of some of the above.)
- ❖ Provide in-service learning opportunities for workers, supervisors and other staff; Invite positive LGBT role models to in-service or classroom presentations
- ❖ Support access to confidential support services with skilled and aware staff

Special thanks to participants in True Colors Workshops, the Rainbow Center at UCONN and PFLAG Hartford for many of the above ideas!

21 Ways to be an Ally to your Trans Youth Clients

1. **Ask what the client would like you to do** to be a good ally. Would they like you to correct other peoples' pronoun usage? Should you stand up for them when their peers harass them? Should you advocate for them with your coworkers? Or not?
2. **Take youth and their gender identity & expression seriously.** You may be the first – or only – person in their life to do so.
3. **If you are not sure what pronoun or name to use, ask.** Then respect the person's choice.
4. **Treat trans people as members of their chosen gender.**
5. **Don't second-guess what gender someone "really" is.** This is disrespectful. With trans people, birth sex or anatomy isn't always the same as our gender.
6. **Don't assume that passing means success, and not passing means failure.** It is not every trans person's priority or goal to conform to gender stereotypes.
7. **Do NOT out anyone** (or allow their peers to do so) **without their consent** – this can create dangerous situations for the trans person in question. Always ask before you out a trans person to anyone at all.
8. **There are many ways to be transgendered.** Don't assume that everyone will conform to gender norms. Nontraditional gender expressions are valid. Some trans youth's ideal for gender is to be gender-fluid, genderqueer or androgynous.
9. **Some transgender folks conform to gender norms** for their chosen gender – hypermasculine or hyperfeminine behavior. Encourage youth to understand that while this is one option, it is not necessary to be successful in their chosen gender.
10. **Years of hostility and abuse can take a toll on youth.** Many trans youth have social and emotional difficulties resulting from this. Be aware and respectful when dealing with them.
11. **The majority of transgendered people experience body dysphoria;** in other words, they are extremely uncomfortable with their bodies – some might go as far as to say they are in the "wrong body". Be aware of this, and try to be sensitive and respectful. **Doctors:** *Avoid unnecessary nudity, and let your patients get dressed as soon as possible. When discussing gendered body parts with a trans person, ask them what terms they use to refer to their body – and then use those terms. (What you might call a penis, a transwoman may call her clitoris. A transman may refer to his genitals as his "bits" or "junk", or his breasts as his "chest" or "pecs").*
12. **Many trans youth develop unhealthy coping mechanisms** such as substance abuse, eating disorders, self-harm, etc. Be aware of the connection.
13. **Don't assume that all transgender people are heterosexual.** A good number of us are gay, lesbian, bisexual, or celibate.
14. **There is a high rate of unemployment in the transgender community,** around 70%. This is due in very large part to discrimination and transphobia. Many transwomen, transmen and other gender-variant people engage in survival sex. However, don't assume that all transgender people are sex workers, or that that they are sex workers because they have no other choice.
15. **For many transgendered people, the most important relationships in their lives are not with their family of origin.** Instead of asking a transgendered client how their birth families will react to their transition, ask them about what *support systems* they have in place (friends, lovers, mentors, etc.) and help them figure out what they will do if these people react negatively to their transition.
16. **Don't assume that a transgender person is struggling to reconcile their being transgendered with the religion of their upbringing.** Some of us have embraced a different faith that values transgendered people and honors our contributions, others grew up with a religion that does this, and for still others religion/spirituality is not an important part of their life.
17. **Transgender people can and do lead healthy sexual lives.** Many of us have fulfilling sex lives, whether that means respectful, loving long-term relationships, or satisfying short encounters. There are plenty of people, transgender or non-transgender, who find us desirable.
18. **Do not ask us what our former names were.** Most of us are very embarrassed to hear our old names or be called by them. Most of us do not disclose our former/legal names unless absolutely necessary, and prefer to keep this information confidential.
19. **If we haven't been able to officially change our names yet,** legal transactions like paychecks and airplane tickets must involve our former names. However, please call us by the names that we go by in your interactions with us. If you're not sure what name to use, just ask.
20. **Educate yourself on transgender issues** – it is not your transgender clients' responsibility to educate you.
21. **Don't assume that all of the above holds true for all transgendered people!** We all have different experiences. All of the above many not apply equally to all of our lives.

Developed by Aidan Dunn, Brooklynne Michelle, and Simon Knaphus for Youth Gender Project. ©2004 Youth Gender Project. For More Information: www.youthgenderproject.org ; Youth Gender Project Office: (415) 864-5625

Riddle Scale

The following scale, adapted from a measure developed by Dr. Dorothy Riddle, a psychologist from Tucson, Arizona, allows people to measure themselves along a continuum of values, attitudes and beliefs about homosexuality. The scale, and the differentiation between the various levels is arbitrary and simply provides a way of thinking about where people might stand in their beliefs and values. Knowing where one stands now allows individuals to determine whether or not a gap exists between personal beliefs and the professional responsibility to provide competent, affirming, and non-discriminatory service to lesbian, gay, bisexual and transgender (LGBT) youth, adults and families. It allows an individual to decide, "Is this where I want to be? Does this position serve myself and my students/clients/constituents appropriately." If not, one then has the opportunity to develop strategies to better negotiate the personal/professional values conundrum...

- 1) **Condemnation:** Homosexuality is deviant, abnormal and a sin.
- 2) **Pity:** Heterosexuality is morally preferable to homosexuality and bisexuality. Any possibility of becoming "straight" should be reinforced.
- 3) **Tolerance:** May have strong anti-homosexuality feelings, but understands that tolerance of difference is expected within the workplace, school environment and other public arenas.
- 4) **Acceptance:** Implies there is something to accept, characterized by such statements as: "You're not a lesbian to me, you just a person!" or, "Whatever you do in bed is your business, just don't flaunt it."
- 5) **Support:** Works to safeguard the rights of LGBTI people. People at this level may be uncomfortable themselves, but they understand their responsibilities to ensure understanding, equality, civil rights for all people.
- 6) **Appreciation:** Acknowledges that being LGBTI in our society takes strength and resilience. People at this level are willing to truly examine their homophobic attitudes, values and behaviors. Values the diversity of people and sees LGBTI people as a valid part of that diversity. People at this level are willing to combat homophobia in themselves and others.
- 7) **Affirmation:** Assumes that LGBTI people are indispensable in our society. Views LGBTI people with genuine affection and delight, and is willing to take action to become an ally and advocate.

LA ESCALA RIDDLE

(Texto derivado de *ABORDANDO LA TEMÁTICA GAY EN LA ESCUELA*, adaptado por Robin McHaelen y traducido por Nila Marrone):

La escala que sigue fue desarrollada por la Dra. Dorothy Riddle, una sicóloga de Tucson, Arizona. Por medio de ella, se puede ver dónde se encuentra Ud. en este continuo de valores, actitudes y creencias. El saber dónde está Ud. en la escala, le permite decidir si existe o no una discrepancia entre sus creencias personales y sus responsabilidades profesionales de suministrar un servicio competente, positivo y no discriminatorio a niños y adultos LGBT, y a sus familias. Le rogamos leer con cuidado cada definición y encontrar el nivel que le corresponde. Sea lo más honesto/a que pueda. No tendrá que compartir esta información con nadie.

1. **Repulsión** - La homosexualidad es vista como una desviación, una anormalidad y "un crimen contra la naturaleza". Las gente LGBT son enfermos, locos, inmorales, pecaminosos, malvados, etc. Todo se justifica para cambiarlos: la prisión, la hospitalización, terapia de aversión, terapia de electroshock, etc.
2. **Lástima** - La heterosexualidad es más madura y desde luego preferible. Toda posibilidad de "volverse hetero" debería ser reforzada, y sentir lástima por aquellos que parecen haber nacido "así", "probrecitos".
3. **Tolerancia** - Es posible que se tenga fuertes sentimientos anti-homosexuales, pero se comprende que en el trabajo, la escuela y en general en público, se espera que uno demuestre tolerancia a los que son diferentes. Puede que considere que la homosexualidad es simplemente una fase del desarrollo por la que pasa mucha gente en la adolescencia y la mayoría "la supera".
4. **Aceptación** - Aún implica algo que necesita ser aceptado. Se caracteriza por afirmaciones como "¿Para mí no eres lesbiana, eres una persona!" o "¿Lo que hagas en la cama es asunto tuyo" o "No tengo problema con eso, mientras no hagas alarde de ello".
5. **Apoyo** - Trabajar para resguardar los derechos de la gente LGBT. La gente puede sentirse incómoda en este nivel, pero sabe que es imprescindible luchar por la igualdad y los derechos civiles de toda la gente.
6. **Admiración** - Reconocer que se necesita fortaleza y resiliencia para ser LGBT en nuestra sociedad. La gente en este nivel está dispuesta a examinar sus actitudes, valores y comportamientos homofóbicos.
7. **Apreciación** - Valorar la diversidad en la gente y ver a las personas LGBT como una parte válida de esa diversidad. Esta gente está dispuesta a combatir la homofobia en ellos mismos y en otros.
8. **Apreciación y apoyo activo** - Considerar que las personas LGBT son indispensables en nuestra sociedad. Ellos ven a la gente LGBT con afecto y alegría genuinos, y están dispuestos a ser aliados y activistas.

Getting a GSA started

- 1) Find (or be) an interested LGBT or ally student
- 2) Contact True Colors (888-565-5551) or GLSEN National for a GSA starting package (or come to a True Colors/GLSEN-CT sponsored GSA Summit)
- 3) Gather like-minded friends
- 4) Read school guidelines for starting a group
- 5) Find a faculty advisor who supports your goals as well as teachers who will let themselves be known for availability/support
- 6) “Clue in” administrators (so they understand where you are coming from and can offer support – offer them information, other GSA and community resources if they have concerns and remind them about the equal access and other relevant statutes as necessary). Assume they will be supportive – but clue them in if they are not.
- 7) Touch base with school guidance counselors and social workers (they may know students who would be interested in attending the group that you might not know.) In addition, they might be helpful in facilitating meetings about more difficult topics like “coming out”; being with a friend or relative who is LGBT, etc.)
- 8) Have an initial meeting with interested students, advisor or administrator. Be sure you can present reasons that the group is needed.
- 9) Assess School Atmosphere (identify and reach out to allies; identify potential obstacles/issues and how you will overcome them). You can use the assessment survey on page 25 or make up one of your own.
- 10) Develop a mission/statement of purpose
- 11) Contact other local LGBT groups for ideas and/or support (There are lots of contacts throughout this guide!)
- 12) Establish ground rules for the meetings (even though this will should be created through a discussion at the first meeting, it is helpful for the organizers to have an idea of the kinds of things they want to be sure are included in case the group misses one or two of them.)
- 13) Establish goals and objectives: What do you want the first session to accomplish?
- 14) Establish a time and place
- 15) Advertise meetings (signs, use PA and announcements if possible). Be aware that this will stimulate discussion (both pro and con) and that signs may be torn down or defaced (a hate crime, by the way...) If this happens, inform advisor and administrators and call True Colors at 888-565-5551 ideas for dealing with backlash.)
- 16) Develop content /ideas for meetings (the group will help do this once formed, but you will need to have ideas for the first session or two or three) See the next page for lots of great ideas!
- 17) Hold initial meeting
- 18) Provide food and snacks
- 19) Develop talking points
- 20) Contact the press (if community input and support is in line with the groups goals and objectives)

Cool Stuff To Do At GSA Meetings

- 1) Set up ground rules as a group so that everybody knows and understands the guidelines (like “no assumptions”; respect for other’s opinions and ideas; body language, etc.) Make sure you go over the ground rules at the start of every meeting to remind people and also bring new folks into the loop. Be sure your ground rules include norms/rules about listening, making assumptions about people, interrupting or dominating the conversation.
- 2) Come up with cool topics for discussion. Here are some examples:
Dealing with homophobia; Ways to make your school safer; What makes a man a man and a woman a woman; Girls in sports/stereotypes; The prom; Dealing with sexual feelings; Coming out to parents (see page 43/44 for a list of questions to consider); Communicating with authority; Coming out at work; Coming out in the dorm/to roommates; Talking about Pride; LGBT history (famous LGBT people); How the media portrays LGBT people; Balance between myth and reality; Planning and raising families; Safer sex; Sexual Relationships in Literature; Naming the Group; Q+A’s (where everybody writes down a question and puts it in a hat, people draw one out and everybody discusses it)
- 3) Use group building skills such as doing an opening exercise and a closing “check-in”; leave time at the beginning for people to vent; make sure everybody gets a chance to talk – using an icebreaker is a great way to do that! Call us at 888-565-5551 if you want us to send you a list of some really cool icebreakers.
- 4) Watch and talk about LGBT movies like Brian McNaught (“Gay Issues in the Workplace”; “Growing Up Gay and Lesbian” and others); Watermelon Woman; “Out of the Past” etc. (See page 21 or www.queerfilm.com for more film ideas)
- 5) Bring in outside speakers like: Alumni who did or didn’t come out; Clergy people; Stonewall Speakers; Politicians; Parents of LGBT folks; Teachers (straight and gay); Celebrities; etc.
- 6) Plan and have dances, theme dances (like gender bending or the 70’s); parties; music; etc.
- 7) Make and distribute safe zone stickers or make and put up posters (about LGBT people, prejudice, diversity, etc.)
- 8) Do a LGBT article swap or discuss previously brought in or assigned articles
- 9) Plan and participate in LGBT Pride or LGBT History Month or other awareness activities like the National Day of Silence; the Names Quilt
- 10) Plan networking activities with other LGBT youth groups
- 11) Participate in Children from the Shadows as a field trip, or in the planning process
- 12) Come up with sensitizing activities that you can use in your meetings or present to other clubs or the faculty
- 13) Figure out how to reach out to students who might be afraid
- 14) Set up anonymous questions and answer sessions on e-mail and answer them as a group
- 15) Do a Bring a Friend day
- 16) HAVE FOOD!
- 17) Do a “Fish Bowl” discussion with an interesting topic (set up two circles. The inner circle discusses a topic while the outer circle observes)
- 18) Make a movie during the meeting (or plan it to create outside the meeting)
- 19) Be visible and get faculty support
- 20) Find, read (or listen to) and share good books, music & movies with LGBT subjects, issues or performers

Developing Support/Allies for GSAs

- 1) Identify and enlist straight allies for support including: Teachers; Open and Affirming Clergy; Parents/PTAs; Administrators; Community Leaders; Other Diversity Groups; Student Government, etc.
- 2) Educate others through role modeling, workshops, exercises like a “cross-over” exercise that lets people experience what it’s like to feel both the same and different
- 3) Establish a Student Bill of Rights using existing Federal and CT statutes that protect your right to establish a group in school
- 4) Hold a Rally or do a training at an assembly; write and act out short skits about discrimination or homophobia and present them at an assembly or at a faculty meeting and leave time for discussion
- 5) Network with other like-minded groups and hold regular state-wide GSA meetings
- 6) Hold on-going group leader meetings for support and to exchange ideas
- 7) Do a school wide survey and report on the results
- 8) Create a Social Justice, Non-Discrimination or Equal Rights Petition and get signatures
- 9) Write letters to the school, community, and local newspapers
- 10) Join a support group and/or talk with someone you trust
- 11) Mobilize parents (yours, your friends’ and PFLAG)
- 12) Use e-mail, set up a web page or an on-line newsletter to communicate with others for ideas, support, networking
- 13) Change school policy to match the current statutes and to include sexual minority youth, staff and faculty
- 14) Do workshops for students and faculty (and see if you can make them mandatory)
- 15) Work on educating younger students (elementary and middle school) since prejudice starts early
- 16) Put up flyers and posters
- 17) Get the voice out (and be nice or non-violently assertive)
- 18) Bring in speakers or hold open forums
- 19) Create a “Homo-History” lesson
- 20) Use visual aids like buttons, patches, posters
- 21) Hold a “bring a straight ally to the GSA” day
- 22) Have a party with food, music

Things to Remember as a GSA Leader

- 1) Ask questions. Let the GROUP decide and be responsible for its own success.
- 2) Set up (or have the group set up) ground rules in your opening statement that includes things like respect, parking lot issues or stuff that will get 'tabled'
- 3) Use icebreakers (at EVERY session!) to make new members feel welcome and to help existing members get to know each other better. Make sure that the icebreaker gives everyone a chance to talk.
- 4) Take risks
- 5) Give people space to talk at every meeting (and don't talk too much yourself)
- 6) Have a format and an agenda
- 7) Try to draw out the shy (and make sure that everybody gets a chance to talk and do exercises that get everyone in the room to participate)
- 8) Ask the group to figure out a signal as a group to let members know when they are drifting off topic or monopolizing the conversation
- 9) Read up on and look at group roles (who is a 'task leader'; who is the 'maintenance leader'; who is the group 'scapegoat', etc.)
- 10) Use humor
- 11) Break up cliques (do group stuff that puts people in new groups) and always bring in 'new blood'
- 12) Incorporate social plans (make sure people have time to socialize)
- 13) Hold on-going training for group leaders
- 14) Have the group figure out how to deal with personality conflicts before they happen and then use those suggestions (remind the group) when an issue arises
- 15) Use 'good and welfares' at the end of each session: Go around and ask each person to "check out" of the session saying something (even if they say, "pass".) You could ask a question like "Say one thing you liked and didn't like about the meeting", "Say one thing you learned or are going to use when you leave," etc.

Fundraising Ideas:

Art Exhibition and Sale
Concert
Super Rummage Sale
Bake Sale
Drag show

Party/Dance
Dog Walking
Gift Wrapping
Walkathons (skate-athons),
Can Drive

Car Wash
Movie Premieres
Flower Sale
polar bear water sprints
Be creative and have fun!!!

A Short (and very incomplete) LGBT History

1969: Angered by police harassment of patrons of the Stonewall Inn, a New York gay bar, LGBT residents in the area fight back during a raid, initiating several days of violence, called the “Stonewall Riots”. Many consider this event as the “genesis” of the modern LGBT rights movement in America. Also in 1969, CT became only the 2nd state to repeal its sodomy laws.

1973: The American Psychiatric Association votes to remove homosexuality from its list of “illnesses”, calls for the decriminalization of homosexuality and the passage of civil rights protections for gays and lesbians, *supposedly* ending a century of efforts by psychologists to “cure” LGBT people (note current reparative therapy debate nearly 30 years later!).

1974: The National Education Association adds sexual orientation to its non-discrimination policies and calls for all other professional educational associations to do the same.

1975: The American Psychological Association calls upon its members to remove the stigma of mental illness from the treatment of homosexuals.

1982: Wisconsin becomes the first state to ban employment discrimination on the basis of sexual orientation. Today, 17 states (including CT) have similar legislation. The states (and the year the laws were enacted) are **Wisconsin** (1982); **Massachusetts** (1989); **Connecticut** and **Hawaii** (1991); **California**, **New Jersey**, and **Vermont** (1992); **Minnesota** (1993); **Rhode Island** (1995); **New Hampshire** (1997); **Nevada** (1999); **Maryland** (2001); **New York** (2002); **New Mexico** (2003); **Illinois** (2005); **Maine** (2005), Washington (2006). Note that 33 states still allow an individual to be fired because of their orientation, and that there is no civil rights recourse for such discrimination in those states). Currently, 7 States directly protect people on the basis of Gender Identity/Expression: CA, IL, MN, NM, RI, ME, and WA. 16 other states include some protections by court action.

1983: The American Academy of Pediatrics calls on its constituents to serve all youths struggling with their sexual identity.

1986: In a 5-4 vote, the Supreme Court upholds the sodomy laws of the state of Georgia in the *Bowers v. Hartwick* decision. As a result, government continued to have the right to arrest consenting adults having sex in the privacy of their own homes in 24 states. CT repealed its sodomy laws in 1969. Georgia overturned its sodomy statutes in the 1999 legislative session.

1986: In Fremont, CA, Becky Smith & Annie Afleck became the first openly lesbian couple in the US to be granted legal, joint adoption of a child.

1988: The National Education Association adopts a resolution calling for every school district to provide counseling for students struggling with their sexual orientation.

1989: Denmark becomes the first nation to legalize gay unions (a step short of same sex marriage); Norway allows Same Sex marriage in 1993. Canada recently passed similar legislation. Currently, none of the 50 states allow same-sex marriage, though VT and CA offer Civil Unions.

1990: The Hate Crimes Statistics Act becomes the 1st federal law to include “sexual orientation” –for counting purposes only.

1991: The American School Health Association passes a resolution that calls for the end of discrimination against gay and lesbian youths and outlines a series of steps to assist these adolescents in schools.

1993: MA becomes the first state to ban discrimination on the basis of sexual orientation against public high school students.

1997: CT adds sexual orientation to the Student Bill of Rights protecting students from discrimination on the basis of sexual orientation. About Seven States currently include this protection – MA, WI, CT, CA, MN, VT, NJ). Three explicitly include transgender students (CA, MI, NJ). Those laws cover only 11.9 million students, 25 percent of the country's school children. Rhode Island, while not having a legal mandate from the legislature, does have a statewide regulation from its Department of Education that protects LGBT students from harassment

2000: Vermont makes history by creating a legal same sex relationship called “Civil Unions”, which provide same sex couples in Vermont with legal rights and responsibilities similar to married couples. These rights are not portable from state to state in the way that marriage rights are – and do not include the more than 1,000 federal rights or responsibilities of marriage.

2000: CT passes co-parent legislation allowing both same sex and unmarried opposite sex couples to adopt children. Currently, more than 20 states (including NY, RI, MA, NJ) allow same sex co-parent adoptions, although CT, VT and NJ are the only three to explicitly address it by statute.

2001: Maryland becomes the 12th state to include sexual orientation within its civil rights statutes.

2002: CT Activists continue to lobby for same sex marriage rights. There are 588 Statutes in CT which reference civil marriage-related rights and responsibilities but which are provided only within the confines of legal marriage. The vast majority of these rights and responsibilities can not be provided through contracts or other legal documents. A handful of new rights were passed in 2002 including the right to contract for next-of-kin-like status (allowing hospital and nursing home visitation, for example.)

2003/2004. California passes an inclusive Domestic Partnership Law, similar to Vermont's Civil Unions; Two Provinces in Canada (Ontario and British Columbia) join the Netherlands and Belgium as countries that allow same sex marriage. New Mexico becomes the first state to pass both hate crimes and nondiscrimination bills with gender identity in both bills. California passes an employment anti-discrimination law that includes Gender Identity and Expression. In CT, Bills regarding same sex marriage and adding gender identity/expression and disability to current hate crime statutes are likely to be introduced. MA courts declare that anything short of civil same sex marriage is unconstitutional.

2004: Massachusetts become the first state in the union to legalize same sex civil marriage for MA residents. 8 couples in CT file a lawsuit claiming that CT's current exclusion of same sex couples from civil marriage is discriminatory. CT State Department of Children and Families (DCF) passes non-discrimination language that includes both sexual orientation and gender identity and expression. 11 States pass constitutional amendments to prevent same sex marriage bringing the total to approximately 40.

2005: CT passes Civil Union Legislation, becoming the first state in the Union to pass legislation without Judicial Mandate.

2006: In January 2006, Maryland Courts ruled it unconstitutional to prevent same sex marriage though the State is likely to appeal and WA became the 17th state to add sexual orientation and the 7th state to add gender identity/expression to its non-discrimination language

DEFINITIONS *

Bisexual — (female or male) a person who is (or can be) attracted emotionally, romantically and sexually to both males and females. Individuals can be attracted to either sex equally or to one more than the other.

Cross-dresser — Men and women who enjoy wearing the clothes of, or appearing as, other than their birth sex. Both heterosexuals and homosexuals can be cross-dressers, though the majority of cross-dressers are heterosexual men. (Replaces the outdated term 'transvestite')

Gay Male — A male who is attracted emotionally, romantically and sexually to males.

Gender Identity — One's inner sense of gender as male, female, transgender, genderqueer, androgynous, etc.

Genderqueer — A term used to create expressions of gender and identity that transcend binary male/female constructs. Other terms might include but not be limited to: boy-dykes, bio-girlz, trannie-boys, trykes, Riotgirl, etc.

Gender Roles — What one's society and culture says that 'males and 'females are like. The socially constructed and culturally specific behavior and appearance expectations imposed on females (femininity) and males (masculinity).

Heterosexism — The institutionalized assumption that everyone is heterosexual and that heterosexuality is inherently superior to and preferable to homosexuality or bisexuality.

Heterosexuals — Males and females who are attracted emotionally, romantically and sexually to members of the opposite sex. They are sometimes also referred to as "straight".

Homophobia — The irrational fear or hatred of, aversion to, or discrimination against, homosexuals or homosexual behavior.

Homosexuals — Males and females who are attracted emotionally, romantically and sexually to members of the same sex. Most people prefer the terms gay or lesbian.

Internalized Homophobia — The experience of shame, aversion or self-hatred in reaction to one's own attraction's to a person of the same sex.

Intersex — a person with an intersex condition is born with sex chromosomes, external genitalia, or an internal reproductive system that is not considered "standard" for either male or female (Replaces the outdated term "hermaphrodites") (from www.isna.org)

Lesbian — A female who is attracted emotionally, romantically and sexually to females.

Pansexual: One who exhibits or suggests a sexuality that has many different forms, objects and outlets. One who exhibits many forms of sexual expression. (from www.lesbianworld.com)

Same Gender Loving (SGL) — A term that emerged in the early 1990's with the intention of offering Black women who love women and Black Men who love men (and other groups of color) a voice, a way of identifying and being that resonated with the uniqueness of Black culture in life. While many black lesbians and gay men do prefer to identify as lesbian and gay, many prefer the more Afrocentric SGL or Same Gendered Loving. It is best to ask the individual for their preference and not to assume. (from www.GLAAD.org)

Sexual Behavior — Sexual acts individuals of any orientation may choose to participate in with a partner or alone.

Sexual Minority — Gay, lesbian, bisexual and transgender people (5 to 15% of the population depending upon the study).

Sexual Orientation — Defined by who you are ATTRACTED to emotionally, romantically and sexually: People of the same sex (lesbian, gay), the other sex (heterosexual), or either sex (bisexual). Note that these dimensions are not absolutes and can be somewhat fluid over time. In addition, some people, especially those who reject gender binaries, may identify as 'pansexual' or use other terms.

The Down Low — The Down Low (also known as "DL") refers to closeted bisexual men who have sex with men without the knowledge of their female partners. (from www.GLAAD.org)

Two Spirit: A term for both same gender loving and transgender people that emerged from various Native American traditions. The Diné (Navaho) word is *nàdleehé* one who is 'transformed', the Lakota (Sioux) as *winkte*, the Mohave as *alyha*, the Zuni as *lhamana*, the Omaha as *mexoga*, the Aleut and Kodiak as *achnucek*, the Zapotec as *ira' muxe*, the Cheyenne as *he man eh*.

Transgender — A broad term used to describe the continuum of individuals whose gender identity and expression, to varying degrees, does not correspond with the social or cultural norms or expectation of their genetic sex.

Transsexual — An individual who presents him/her/hirself and/or lives as a gender different than his/her/ze genetic sex at birth. Transsexuals may identify as heterosexual, bisexual or homosexual. (Note: "hir" and "ze" are gender neutral pronouns).

Womanist — A term introduced by author Alice Walker to describe women of color who are concerned about the oppression of other women. This term was introduced to embrace women of color who have felt left out of the "feminist" movement due to institutionalized racism

* adapted from a variety of resources including GLSEN, GLAAD, lesbian world and others

Note: Language continues to evolve both around gender and orientation. Feedback and discussion regarding the definitions above are welcome. Please call True Colors at: 888-565-5551 or use our website: www.OurTrueColors.org

DEFINICIONES

(Texto derivado de *ABORDANDO LA TEMÁTICA GAY EN LA ESCUELA*, GLSEN CT, GLAAD, ISNA, and LESBIAN WORLD) adaptado por Robin McHaelen y traducido por Nila Marrone):

Bisexual – (hombre o mujer) Una persona que siente atracción afectiva y sexual tanto hacia hombres como hacia mujeres.

Bisexual no asumido – (The Down Low or DL) Se refiere a hombres bisexuales no asumidos que tienen sexo con hombres sin el conocimiento de su pareja mujer.

Comportamiento sexual - Actos sexuales que los individuos eligen para realizarlos solos o con otros (masturbación, sexo oral, sexo vaginal o anal; entre personas del mismo sexo o el opuesto).

Croddreser - Hombre y mujer que disfruta usando ropas del otro sexo, o aparentando ser del sexo opuesto. Tanto heterosexuales como homosexuales pueden ser croddresers, aunque la mayoría son hombres heterosexuales (Antes se usaba “travesti”).

Enamorados del mismo género – Un término utilizado desde principios de los años 90 para denominar a mujeres de color que aman a mujeres y hombres de color que aman a hombres como una forma de identificar este tipo de vida en la cultura afroamericana. Si bien muchos hombres gays y mujeres lesbianas de color prefieren ser identificados simplemente como gays y lesbianas, muchos otros prefieren la denominación de Afrocentricos SGL o Enamorados del mismo Género (del inglés Same Gender Loving). Al respecto, antes de referirse a ellos lo mejor es no asumir y preguntar la preferencia de cada persona.

Gay - Un hombre que siente atracción afectiva y sexual hacia otros hombres. “Gay” a veces se usa también para mujeres.

Género “Queer” o Raro – (genderqueer) Término usado para crear palabras que identifiquen a hombres/mujeres de género no tradicional. Se puede incluir otros términos despectivos en un proceso de “recuperación y desafío” (“boy-dykes”, “bio-girlz”, “trannie-boys”, “trykes”, “Riotgirl”, etc.).

Heterosexismo - La creencia institucionalizada que todos son heterosexuales o deberían serlo y que la heterosexualidad es intrínsecamente superior y preferible a la homosexualidad y bisexualidad.

Heterosexual - Hombre o mujer que siente atracción afectiva y sexual hacia personas del sexo opuesto. A veces se los llama “heteros”.

Homofobia - El odio o miedo irracional, la aversión o discriminación contra los homosexuales. Similar al racismo: por ejemplo discriminación que sufren los latinos en Estados Unidos.

Homofobia internalizada - Experimentar vergüenza, aversión u odio contra uno mismo como reacción al sentimiento de sentirse atraído hacia personas de su mismo sexo.

Homosexual - Siente atracción instintiva, afectiva y sexual, hacia personas del mismo sexo. (Gay: hombre hacia hombres, lesbiana: mujeres hacia mujeres).

Identidad de género - Nuestro sentido interior de género de ser hombre o mujer, bisexual, transgénero, transexual, etc.

Intersexual - Una persona intersexual es alguien que ha nacido con los cromosomas que definen el sexo, los genitales externos (ambiguos), o los órganos reproductores internos, considerados no “estándar”, sea para hombre o mujer (reemplaza la palabra fuera de uso “hermafrodita”).

Lesbiana – Mujer que siente atracción instintiva, afectiva y sexual, hacia otras mujeres.

Minorías sexuales - gays, lesbianas, bisexuales, transexuales y transgéneros. (5 al 15% de la población dependiendo del estudio que se prefiere).

“Mujerista” – Un término puesto en uso por la autora Alice Walker para describir a la mujer de color que está comprometida con el tema de la opresión a otras mujeres. Este término se utiliza también para las mujeres de color que se han sentido relegadas por el movimiento “feminista”, por racismo o discriminación institucionalizados.

Orientación sexual - La atracción instintiva, afectiva y sexual, que se siente hacia otras personas. Personas del mismo sexo (lesbianas, gays), del sexo opuesto (heteroexuales) o de ambos sexos (bisexuales). Se hace notar que estas definiciones no son categóricas y pueden ser modificadas con el tiempo, en suma a aquellos que rechazan la dualidad de género se los puede identificar como “pansexuales” o usar otros términos.

Pansexual – Persona que manifiesta su sexualidad en formas variadas, con objetos y expresiones diversos. El/la que manifiesta muchas formas de expresión sexual.

Roles de género - El comportamiento social y culturalmente creado, y la apariencia impuesta a las mujeres (feminidad) y a los hombres (masculinidad).

Transexual - Una persona que se presenta a sí misma y vive como si fuera del género “opuesto” al del género genético con que nació. Los transexuales pueden ser heterosexuales, bisexuales u homosexuales en su orientación sexual.

Transgénero - Un término muy amplio, utilizado para describir a una serie de personas cuya identidad y expresión de género, en diferentes grados, no corresponde al de su sexo genético.

Nota: El lenguaje sobre género y orientación sexual continúa evolucionando y True Colors agradece comentarios y opiniones de los lectores .

Sexual Minority Youth: Definition of Issues

Some Sexual Minority Youth are deprived of support in many critical areas of their lives. Although support is growing in some areas and for some youth, too many continue to face the risks associated with social isolation and a stigmatized identity.

Lack of Family Support

- ❖ A number of studies of homeless youth reveal that LGBT youth leave home more often, experience higher levels of physical victimization, substance abuse and depression than their heterosexual counterparts (Cochran, et al, May 2002; Radowsky and Seigel, 1997). Transgender youth in particular have been shown to have a higher rate of parental abuse. (Invik, Mills, McCreary, 2005)
- ❖ In order for a young person to come out successfully, s/he/ze needs the support of his/her/hir family and friends (D'Augelli, 1998). Social supports from family were associated with lower rates of depression (Healthy People, 2010). However, there has been a re-emergence of conversion therapy as well as the linkage of inappropriate parenting practices and the assignment of developmental infirmity to homosexuality from some US based National Organizations. (Children and Society, Vol. 17. 2003. pp 374-385)
- ❖ A study (Nocera, L., 2000) of child welfare workers in RI regarding beliefs, attitudes and training needs surrounding LGBT youth in out-of-home care revealed that 33% had beliefs that supported negative stereotypes and myths about LGBT people; 41% said they would not place child in an LGBT household, and 45% reported no knowledge of LGBT support services for the teens on their caseloads.

Lack of Positive School Experiences

- ❖ In 1/3 of a reported 92 incidents of anti-gay harassment of students in Washington State Schools, adults witnessed the harassment but did nothing to help. Of the students victimized in those incidents, 10 attempted suicide, two successfully. (Safe Schools Coalition of Washington State, 1999)
- ❖ There is little training, education or support for students or helping professionals. A 2004 National School Assessment commissioned by Parents, families and Friends of Lesbians and Gays indicated that 95% of school counseling services had little or no gay, lesbian, or bisexual resources and 99% had little or no transgender resources; 70% had no training for educators or staff on how to stop GLBT bullying while 92% had no training for students; 84% had little or no resources for parents about GLBT issues; 59% did not include gay, lesbian, or bisexual students in their harassment or nondiscrimination policies and 75% did not include gender identity or expression.
- ❖ Key findings of the 2003 Survey of 887 LGBT students by GLSEN include: Unchecked harassment correlates with poor performance (lower GPAs) and diminished aspirations (fewer aspire to college) – and that supportive teachers can make a real difference in both areas. In addition, harassment continued at unacceptable levels (84% report verbal harassment) with little teacher intervention (82.9 % of students report that faculty never or rarely intervene when present.)
- ❖ A national survey of parents in 2001 (Horizon Foundation, San Francisco, CA) found that although support is improving, 44 % of parents opposed the creation of school based prejudice reduction.

Lack of Opportunity for Community Participation

- ❖ There are few mainstream (or LGBT programs) which are designed to provide opportunities for Sexual Minority Youth to participate in non-adult centered community activities – activities which help build a young person's sense of self, of making a contribution and of personal and social competency. In addition, with the exception of a handful of LGBT youth support groups, few opportunities exist for on-going social interactions in safe environments.

Lack of Opportunity to Participate in Religious Communities

- ❖ Although some pockets of support exist within some communities of faith, the overwhelming majority of churches, synagogues and clergy continue to condemn and ostracize Sexual Minority youth and adults in a “soul-wounding experience that (asks) them to choose between their God, their spiritual connection, and their own integrity.” (Bass, 1996)

Risk Factors

- ❖ Severe social, emotional and cognitive isolation that results in a higher incidence of mental health issues including bouts of depression, lower self esteem, problems with anxiety. Often these young people exist in complex, unstable family situations due in part to issues of coming out, silence and secrecy. (Cochran, 2001). In addition, according to the Healthy People 2010 report, LGBT youth of Color live with increased risk factors for poor mental health and substance abuse outcomes.
- ❖ Significant substance abuse problems: A number of studies indicate that a much higher percentage of Sexual Minority youth use drugs and alcohol as a coping strategy, especially at younger ages than their heterosexual peers (Garofalo, 1999. Archives of Pediatric Adolescent Medicine, 153, pp. 487-493).
- ❖ Higher incidence of homelessness, dropping out, running away, and sexual acting out. At the same time, there are few external resources in place to support, safe, culturally competent, identity-affirming out of home care such as foster homes and group homes.
- ❖ Significantly higher risk of HIV/AIDS transmission: Recent figures released by the Centers for Disease Control indicate that 50% of all new infections are among young people under the age of 24.
- ❖ Significantly higher incidence of multiple suicide ideation, attempts and completions (Russell, 2003. American Behavioral Scientist, 46(9) pp 1241- 1257). A number of studies have indicated that between 29% and 40% of Sexual Minority youth have recurring suicidal ideation at least once during their adolescence, and a significant number have made multiple attempts. The relationship between sexual orientation and reported attempts was clearer for boys than for girls for whom drug use and violence were mediating factors. (Paul et al. 2002. American Journal of Public Health, 92, pp 1338- 1344)

Protective Factors

None of the ‘parade of horrors’ listed above are either set in stone or experienced by all LGBT youth. In fact, many of these risks factors can be ameliorated when youth receive support in one or more areas of their lives. The emotional distress that can lead to suicide, substance abuse, etc. is caused, in large part, by social isolation and stigma. Remove the social isolation and stigma, and much of the emotional distress is relieved. Specific protective factors include:

- **Family Response.** A soon to be published study (Caitlin Ryan, 2006) provides significant evidence that family response is a crucial variable in predicting outcomes for youth. Youth with supportive and affirming families, or even ambivalent families that the youth experiences as ‘trying to get it’ do not have nearly the difficulties that youth from rejecting families have.
- **School Experiences:** Evidence suggests that LGBT youth who receive support not only survive – but thrive! (D’Augelli, 1992) In addition, **harassment has been identified as a critical factor in predicting outcomes for youth.** The greater the level of harassment a youth experiences, the greater the likelihood that s/he will engage in risky behaviors. (Bontempo & D’Augelli, 2002)

ISSUES/RECOMMENDATIONS ACROSS THE LIFE SPAN

Studies suggest that when, compared to the population as a whole, lesbian, gay, bisexual and transgender (LGBT) individuals experience higher levels of social isolation, substance abuse, depression, and suicidality across the life cycle, particularly at adolescence, and again, in their senior years. This increased level of distress can often be directly attributed to the emotional effects of stigma; the perpetual risk of peer, family and societal discovery and/or rejection; harassment, increased risk and incidence of violence and discrimination. In spite of the increased risks this population faces, few services exist to meet their needs. Some recommendations across the life cycle include:

- 1) Increase Respect for and Tolerance of Difference Within the School Setting. Mandate cultural competency standards for Faculty and Staff designed to ensure a safe and equitable education for all students. In addition, incorporate LGBT issues into existing student curriculum. Some examples:**
 - a) K-3rd : Discussions regarding the many ways in which people create families (such as single parent, grandparent, foster parent, LGBT parent families) designed to teach children to be respectful of each other/the families they grow up in
 - b) 4th – 6th: Exercises and activities which focus on respect for each other and tolerance for difference
 - c) 7th – 8th: Increased focus on tolerance for difference, anti-bullying strategies that include peer mediation and conflict resolution; impact of hate language in the classroom and in the school yard
 - d) 9th – 12th: Exercises and activities which challenge prevailing LGBT myths and stereotypes, expand student awareness of the impact of discrimination and look at the intersection of racism, sexism and homophobia
- 2) Expand Professional Standards/Training in all of the helping professions to include competency in sexual minority issues. Some examples:**
 - a) Regarding LGBT Youth: An understanding of the impact of social isolation; developmental impact of coming out without accurate information, role models and resources; Potential family and/or peer violence or harassment; Safety issues; Family system issues when youth are “out” to some but not all members of a family (e.g. confusion, secret-keeping, etc.)
 - b) Regarding LGBT adults: An understanding of the impact of chosen family systems which may be both non-traditional and complex; Estranged or conflictual relationships with families of origin; Relationship issues that are unique to same sex partners (for example: partners who are at different stages in the ‘coming out’ process or situations where primary relationships are not acknowledged within the family, work or other social settings). In addition, many LGBT individuals experience significant distress as they live with the impact of chronic and multiple losses as a result of the AIDS pandemic.
 - c) Regarding LGBT Parents and their children: An understanding of the impact of: Social isolation; The relative degree to which parents are “out” or open regarding their sexual orientation; The way in which the family was created (i.e. after a divorce, blended families, children born into an established LGBT parent unit; etc.); The developmental stage of the child; Discriminatory school, health care or other policies that denigrate or marginalize the family and the non-biological parent.
 - d) Regarding LGBT elderly: An understanding of the impact of: Loss of a life partner within an environment that may not have recognized them as a couple; Social, health care and inheritance policies that do not recognize partners as “next of kin”; Convalescent or other long-term care facilities which are homophobic or subject them to hostile environments.
- 3) Expand programs and training within existing facilities to meet the needs of LGBT individuals with psychiatric or developmental disabilities.**
 - a) Existing DCF, DMHAS and DMR programs (and their affiliates) must recognize that some of their clients are LGBT and must ensure that their environments, their programs, and their staff are LGBT affirming. This requires values clarification and bias reduction training for all staff with additional skill-building training for clinical staff.
 - b) New programs which specifically target both in and out patient LGBT youth and adults need to be developed. LGBT-specific support groups (like 12-step programs), therapy groups and socialization groups that allow LGBT individuals come together to provide mutual support and understanding have been shown to significantly improve the overall outcomes with in-patient, out-patient and community-based groups.

One Model of Coming Out *

- ❖ Coming out is an interactive, life-long process that is highly influenced by the norms and values of individual families, cultures and societies. It can be defined as an emergent, continuous, developmental process by which Lesbian, Gay and Bisexual people come to know and establish a positive identity in a society which questions both their very existence and their value.
 - ❖ Some limitations to most of the various “stages” models are that they imply a linear progression from one stage to the next; they ignore the wide variations among individual experiences; they may or may be relevant to bisexual or transgender experience; and they are generally based on research with white, adult, middle class and male populations whose experiences may not generalize or reflect those of others.
 - ❖ Lesbians appear to perceive affectional orientation and relationship dynamics as central to their self-definition as a sexual minority, while gay men appear to view sexual behavior and sexual fantasy as central to their identity.
 - ❖ Coming out varies widely from individual to individual. An individual’s gender, ethnicity, race, religion, and resources may have a profound impact on how he or she experiences his or her own identity, orientation, and self-definitions.
 - ❖ Most identity development models assume single social identities (e.g. race, gender, orientation) which overlooks two important dynamics for LGB People Of Color: The visibility or invisibility of sexual identity and the salience of identity. Most models inappropriately co-mingle personal and group identification, implying that individuals can’t be fully integrated in their LGB identity unless they are completely open about their orientation with others. This perspective may underestimate the impact of coming out for LGB people of color who may be battling multiple oppressions – without multiple support systems.
 - ❖ Few coherent models of bisexual or transgender identity development exist.
- 1) **Identity Confusion** (feeling “different” though the difference may or may not be experienced as sexual in nature; some experience this stage as feeling ‘not heterosexual, rather than gay, lesbian or bisexual; same-sex attraction, dreams, etc.). For many, this occurs at or around puberty.
 - 2) **Identity Comparison** (stronger sense of difference, social isolation, alienation, shame). Individuals often define their referent group in terms of the dominant culture (e.g. heterosexual, white, male) and internalize negative self-images as a result. Grossman (1997) describes this as internalizing a ‘spoiled’ identity which can lead to extreme stress as the young person is either ‘discredited’ by being known and identified as LGB or is ‘discreditable’ in that he/she/hir can be discovered at any time.
 - 3) **Identity Tolerance** (Actively seeking out bi/homosexual peers, living a “double life”, denial or compartmentalization of sexuality).
 - 4) **Identity Acceptance** (Increased contact with LGBT peers with severe loneliness/alienation if peers not available; Looking to the LGBT community as a means of providing an alternative, non-stigmatizing definitions of status, as well as social and sexual opportunities)
 - 5) **Pride** (Us/them attitude about heterosexuality, belief in superiority of being LGBT; aggressively “out” stance, sexually active to bolster identity, anger at prejudice and discrimination. This stage may be experienced quite differently by people of color. The internal and external pressure to come out publicly can create conflicting needs within different social identities. In addition, some may resist labeling by sexual orientation in part because the “gay movement” has been associated with the white middle class. Coming out “aggressively” can be seen as “joining with a white oppressor and denying one’s family ties.”
 - 6) **Synthesis** (Rejoining supportive heterosexuals, increased empathy, renewed emphasis on work, family roles)

* Summarized and adapted from: Perez, Ruperto M., DeBord, Kurt A., and Bieschke, Kathleen J. (eds.) Handbook of Counseling and Psychotherapy with Lesbian, Gay, and Bisexual Clients. American Psychological Association, Washington, DC 2000

Questions to Consider Before Coming Out

- 1) Are you **sure** about your sexual orientation or gender identity? If you feel confused or uncertain (which is normal, especially in the beginning of your exploration about who you are), reach out to people that you know will be supportive and affirming – people who won't push you to label yourself, people who will give you room to think, question, wonder and explore – people who will give you time to figure it out, are neutral, or who don't have an investment in the specific outcome (that is, someone who will support you regardless of your ultimate conclusion about your orientation or gender). Then, when you are ready, begin planning to come out to families and friends whose reaction feels less certain to you. Don't raise the issues unless you are sure you are able to respond with confidence to the question "Are You Sure?!" Confusion on your part will increase your family or friends confusion and decrease their confidence in your judgment.
- 2) Are you **comfortable** with your sexuality and/or gender identity? If you are wrestling with guilt and periods of depression, you'll be better off waiting to tell your family or friends. Coming out to them may require tremendous energy on your part. It may require a reserve of positive self image – and supportive allies and friends.
- 3) Do you have **support**? In the event your parent's, family member or friend's reaction devastates you, there should be an individual or a group that you can confidentially turn to for emotional support and strength. Maintaining your sense of self-worth is critical. Here are some places that are open in case you need support or help at any time: In Connecticut, call InfoLine at 211 – they have 24/7 emergency, hotline and crisis support and are open and affirming to LGBT issues. For crisis intervention, you can also call the Trevor Project Hotline at 1-800-850-8078 (24 hour LGBT youth suicide prevention hotline) Most of all, be safe, and remember that the moment — whatever it is — passes. You just gotta hang on...
- 4) Are you **knowledgeable** about sexual orientation and gender identity? Your family or friends may respond based on a lifetime of information from a homophobic, bi-phobic, gender-phobic, queer-phobic society. Part of your job in coming out to yourself was to educate yourself – now part of your job may be to educate them... Are you prepared to do that? If not, reach out to organizations like Parents, Families and Friends of Lesbians and Gays (PFLAG). They have brochures made just for parents and family members that could really help!

More Tips, tidbits and considerations before you come out

- 5) Don't assume you will know how somebody will respond – you may be pleasantly surprised by their affirming response.
- 6) Timing counts! Realize that your family's response during holidays may be different than they would be under other less hectic, stressful conditions. Are the holidays the best time or not? Think about your own family or friends and decide.
- 7) Remember that coming out is a continuous process – you may have to come out many times and in a variety of ways
- 8) Recognize that family or friends need time to acknowledge and accept that they have an LGBT child. It took you time to come to terms with who you are, now it is your family's turn.
- 9) Let your family's judgment be theirs to work on, not yours to take on, as long as they are kind to you
- 10) Have alternate plans if the situation becomes difficult at home. A school social worker or other helping professional may be able to help you develop a safety net. Also remember that if the situation turns violent, get out and get help from friends, police or DCF. The DCF Number to report abuse is: **800-842-2288**.

If you are coming home for a visit or a holiday and plan to come out then:

- 11) See # 6 and # 10 above
- 12) If you are bringing a partner home with you, don't wait until the holiday evening to raise the issue of sleeping arrangements – make plans in advance. Also consider: "Would your parents let you share a room with an opposite sex partner?" If not, don't expect the rules to be different just because your partner is ...
- 13) Also, discuss in advance with your partner how you will talk about your relationship, how you will or won't show affection with each other, etc
- 14) Focus on common interests, remind and reassure family members that you are the same person you always were — they just know more about you.
- 15) Be wary about the possible desire to shock your family.
- 16) Remember to affirm, love and respect yourself and who you are. Remember that who you are is a gift to the world. Remember that the world would be a lesser place without the contribution that you bring to it! Remember, most fundamentally, that you are loved, loving, and lovable.

SALIENDO DEL CLOSET

(traducción de True Colors's "Coming Out Advice" por David Sarshalom e Ivanka Garáfulic)

A pesar que la edad promedio en que la juventud gay sale del closet, ante ellos mismos y ante los demás sigue disminuyendo, un porcentaje significativo de jóvenes sale del closet durante su primer o segundo año de universidad. Muchos están pensando salir de él ante sus familias durante las vacaciones de invierno. Inclusive jóvenes que ya salieron del closet en la secundaria descubren que ahora han salido del mismo de una manera "diferente" – tal vez de una manera mas abierta o con una pareja nueva. En cualquier caso, esto puede ser realmente estresante. Así que, de ahora en adelante, nuestra nueva tradición para el invierno será enviar nuestros "tips para salir del closet" como algo sobre lo cual deberían meditar.

Preguntas que debes Considerar Antes de Salir del Closet

1. ¿Te sientes seguro de tu orientación sexual o identidad de género? Si te sientes confundido o inseguro (lo cual es completamente normal, sobre todo al comienzo de la exploración de tu identidad), busca primero personas que sabes que te apoyarán y te reforzarán la confianza en ti mismo y habla con ellas – gente que no te presionará para que te etiquetes, gente que te dará el espacio para pensar, cuestionar, preguntar y explorar – gente que te dará el tiempo para entenderlo. Después, cuando estés listo, empieza a planear salir del closet ante tus familiares y amigos cuyas reacciones te sean menos predecibles. Nunca saques a relucir el tema a menos que estés seguro que vas a poder responder con toda confianza la pregunta "¿estás seguro?" La confusión de parte tuya únicamente aumentará la confusión de tus familiares y amigos y disminuirá su confianza en tu juicio.
2. ¿Te sientes cómodo con tu sexualidad y/o identidad de género? Si estás lidiando con culpa y períodos de depresión, es mejor que retardes la decisión de salir del closet ante tu familia o amigos. Salir del closet requiere de mucha energía por parte tuya; va a requerir de una reserva de sentimientos positivos hacia uno mismo – y de aliados y amigos comprensivos.
3. ¿Cuentas con apoyo? En dado caso que la reacción de tus padres, familiares o amigos te deje desconsolado, deberías tener una persona o un grupo de confianza donde puedas acudir en busca de apoyo emocional y de seguridad. Es sumamente importante mantener tu autoestima. A continuación te damos los teléfonos de algunos sitios a los que puedes acudir en caso que llegues a necesitar ayuda: en Connecticut llama a InfoLine al 211 – ellos atienden emergencias 24/7 y la línea de ayuda y de apoyo en caso de crisis recibe llamadas sobre temas LGBT. Otro lugar que también puedes llamar en caso de crisis es al Trevor Project Hotline al 1-800-850-8078 (línea de ayuda telefónica para la prevención del suicidio de jóvenes LGBT). Sin embargo, lo más importante que debes recordar, es que el momento – cualquiera que sea la reacción – pasa. Solamente tienes que conseguir sobrellevar ese momento.
4. ¿Posees conocimientos sobre orientación sexual e identidad de género? Tus familiares o amigos pudieran reaccionar en base a una larga información obtenida de una sociedad homofóbica, bi-fóbica y género-fóbica. Parte de tu trabajo al salir del closet ante ti debería ser educarte – ahora parte de tu trabajo será educarlos. ¿Estás preparado para hacer eso? Si la respuesta es no, ponte en contacto con organizaciones como Parents, Families and Friends of Lesbians and Gays (PFLAG). ¡Ellos cuentan con folletos especialmente diseñados para padres y familiares que realmente pueden ser de gran ayuda!

Más tips, secretitos y consideraciones para antes de salir del closet:

5. Nunca asumas que sabes o puedes predecir la reacción de una persona – puede que te lleves una sorpresa agradable por su reacción de apoyo.
6. ¡El momento sí cuenta! Considera que la respuesta de tus familiares si se los dices durante las fiestas de fin de año, podría ser diferente que si se los dices en otra época no tan llena de diferentes quehaceres y menos llenos de stress ¿Pudiera ser diferente si tocaras el tema en otras circunstancias menos importantes? ¿Esta es la época mas apropiada para hacerlo? Piensa sobre ello tomando en cuenta a tu familia y amigos y toma una decisión.
7. Recuerda que salir del closet es un proceso constante – es probable que tengas que salir del closet muchas veces y de diferentes maneras.
8. Reconoce que tus familiares y amigos necesitan tiempo para admitir y aceptar que tienen un hijo LGBT. Tú necesitaste tiempo para aceptarte como eres. Ahora le toca el turno a tu familia.

SALIENDO DEL CLOSET, Continuado

9. Deja que la opinión de tus familiares sea algo que ellos resuelvan, no es algo que tu tienes que asumir, mientras que sean amables contigo.
10. Ten planes alternativos en caso que las cosas se pongan difíciles en tu casa. Un trabajador social del colegio o algún otro profesional pudieran ayudarte a establecer un muro de seguridad. También recuerda que si la situación se pone violenta, debes salir inmediatamente de la casa y conseguir ayuda de amigos, la policía o la DCF. El número de la DCF para reportar abusos es 1-800-842-2288.

Si estás yendo a casa de visita o de vacaciones y planeas salir del closet durante tu estadía:

11. Lee nuevamente #6 y #10 arriba.
12. Si estás llevando tu pareja a tu casa, no esperes hasta la noche de fiesta para hacer los arreglos de alojamiento – planea por adelantado. También considera esto: “¿Tus padres te permitirían compartir un cuarto con una persona del sexo opuesto?” Si la respuesta es no, no esperes que las reglas sean diferentes simplemente porque tu compañero sea un...
13. De igual manera discute con tu compañero la manera en que van a hablar de su relación, si se van a hacer demostraciones de afecto en público, etc.
14. Enfócate en intereses comunes, recuérdale y confírmale a tu familia que eres la misma persona de siempre – solamente que ahora saben algo más de ti.
15. Se prudente acerca del deseo de querer escandalizar a tu familia. Ten mucho cuidado – No lo hagas.
16. Recuerda ser firme en cuanto a quererte y respetarte como persona y por quien eres. Recuerda que eres un regalo para el mundo. ¡Recuerda que el mundo sería un lugar menos especial sin la contribución que tú le aportas! Lo más fundamental, recuerda que eres muy querido, que eres cariñoso y que eres digno de ser amado.

Coming Out to Children

Although this section was originally written for LGBT parents, much of the information is quite applicable to Social Workers and LGBT foster parents as they consider what and when to talk with foster children about the foster parent's sexual orientation.

Suggestions for Parents: (from Barbara F. Meltz's column in the Boston Globe: Child Caring, 2000.)

- Clue in all the adults in your child's life from baby sitters to parents of peers, on the story of your family
- Explaining orientation need not include a discussion of sex until the child is developmentally ready. When younger children ask how babies are made, tell them honestly, but also include the story of how they were made "Mama and I could not make a baby by ourselves so we adopted you!" Or whatever is true for your family.
- All children benefit from relationships and role models of each gender. Enlist friends, relatives, teachers and coaches.
- Some studies reveal that children of same sex parents typically wish their parents were less affectionate with each other in public (yeah, like the children of straight kids don't?) and had fewer lesbian/gay posters or books around the house.
- Be sure to tell you children that they don't need to protect you: "Don't be afraid to tell me if something happens or you have bad thoughts. It won't make me feel bad. I can' handle it!"
- Especially if you are not out in all areas of your life, talk to children about the language of choice: "People don't tell everyone everything that happens in a family. You pick and choose whom you feel safe talking to."

Stages of Development issues for children of LGBT Parents: (B. Meltz , Boston Globe, 3/2/2000)

- **Infants and toddlers:** What their family looks like to the rest of the world matters not at all to them as long as they are well loved
- **Preschoolers:** children begin to notice all kinds of differences but don't know that cultural messages are attached to these differences. Keep your responses simple and matter of fact. "Yes you are right – your friend has a mom and a dad and you have two dads..." Expand on it if you have other examples to point to.
- **Early Elementary Age:** Child begins to see recognition of cultural values from 'why am I the only one who...' to "I don't like being the only one who..." There is a dawning sense that being different has consequences. This is your cue to talk about how the world works and how "sometimes the people who are in the majority make rules that say that others ways of being aren't as good – which is why families like ours are working to change those rules..." Follow through by being a visible advocate in your child's school.
- **Late Elementary and middle school age:** This is the trickiest time for parents because it is the time that children most long to be most like their peers. Even the most loving kids can say the most hurtful things sometimes about their families: "I hate this family! Why can't we be like everyone else?" Experts urge parents not to take it personally – it's about the need to fit in, not about your family per se. Some children are sad or withdrawn during these years, but parents should try to keep the lines of communication open. Let your kids know that you are available to talk and initiate conversations if they don't: "Has there been teasing lately?"
- **Mid to late adolescence:** A developmental task of these years is coming to grips with your sexual identity. Once this is resolved, family differences are less of an issue. Studies show that the children of LGBT parents are no more likely to be LGBT than the population at large, though they often feel more free to experiment as they grow into their own sexual identity.

Answers to Your Questions About Sexual Orientation and Homosexuality

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www.apa.org/pubinfo/answers.html

What Is Sexual Orientation?

What Causes a Person To Have a Particular Sexual Orientation?

Is Sexual Orientation a Choice?

Can Therapy Change Sexual Orientation?

What About So-Called "Conversion Therapies"?

Is Homosexuality a Mental Illness or Emotional Problem?

Can Lesbians, Gay Men, and Bisexuals Be Good Parents?

Why Do Some Gay Men, Lesbians and Bisexuals Tell People About Their Sexual Orientation?

Why Is the "Coming Out" Process Difficult for Some Gay, Lesbian and Bisexual People?

What Can Be Done to Overcome the Prejudice and Discrimination the Gay Men, Lesbians, and Bisexuals Experience?

Why is it Important for Society to be Better Educated About Homosexuality?

Are All Gay and Bisexual Men HIV Infected?

Where Can I Find More Information About Homosexuality?

What Is Sexual Orientation?

Sexual Orientation is an enduring emotional, romantic, sexual or affectional attraction to another person. It is easily distinguished from other components of sexuality including biological sex, gender identity (the psychological sense of being male or female) and the social gender role (adherence to cultural norms for feminine and masculine behavior).

Sexual orientation exists along a continuum that ranges from exclusive homosexuality to exclusive heterosexuality and includes various forms of bisexuality. Bisexual persons can experience sexual, emotional and affectional attraction to both their own sex and the opposite sex. Persons with a homosexual orientation are sometimes referred to as gay (both men and women) or as lesbian (women only).

Sexual orientation is different from sexual behavior because it refers to feelings and self-concept. Persons may or may not express their sexual orientation in their behaviors.

What Causes a Person To Have a Particular Sexual Orientation?

There are numerous theories about the origins of a person's sexual orientation; most scientists today agree that sexual orientation is most likely the result of a complex interaction of environmental, cognitive and biological factors. In most people, sexual orientation is shaped at an early age. There is also considerable recent evidence to suggest that biology, including genetic or inborn hormonal factors, play a significant role in a person's sexuality.

In summary, it is important to recognize that there are probably many reasons for a person's sexual orientation and the reasons may be different for different people.

Is Sexual Orientation a Choice?

No, human beings can not choose to be either gay or straight. Sexual orientation emerges for most people in early adolescence without any prior sexual experience. Although we can choose whether to act on our feelings, psychologists do not consider sexual orientation to be a conscious choice that can be voluntarily changed.

Can Therapy Change Sexual Orientation?

No. Even though most homosexuals live successful, happy lives, some homosexual or bisexual people may seek to change their sexual orientation through therapy, sometimes pressured by the influence of family members or religious groups to try and do so. The reality is that homosexuality is not an illness. It does not require treatment and is not changeable. However, not all gay, lesbian, and bisexual people who seek assistance from a mental health professional want to change their sexual orientation. Gay, lesbian, and bisexual people may seek psychological help with the coming out process or for strategies to deal with prejudice, but most go into therapy for the same reasons and life issues that bring straight people to mental health professionals.

What About So-Called "Conversion Therapies"?

Some therapists who undertake so-called conversion therapy report that they have been able to change their clients' sexual orientation from homosexual to heterosexual. Close scrutiny of these reports however show several factors that cast doubt on their claims. For example, many of the claims come from organizations with an ideological perspective which condemns homosexuality. Furthermore, their claims are poorly documented. For example, treatment outcome is not followed and reported overtime as would be the standard to test the validity of any mental health intervention.

The American Psychological Association is concerned about such therapies and their potential harm to patients. In 1997, the Association's Council of Representatives passed a resolution reaffirming psychology's opposition to homophobia in treatment and spelling out a client's right to unbiased treatment and self-determination. Any person who enters into therapy to deal with issues of sexual orientation has a right to expect that such therapy would take place in a professionally neutral environment absent of any social bias.

Is Homosexuality a Mental Illness or Emotional Problem?

No. Psychologists, psychiatrists and other mental health professionals agree that homosexuality is not an illness, mental disorder or an emotional problem. Over 35 years of objective, well-designed scientific research has shown that homosexuality, in and itself, is not associated with mental disorders or emotional or social problems. Homosexuality was once thought to be a mental illness because mental health professionals and society had biased information.

In the past the studies of gay, lesbian and bisexual people involved only those in therapy, thus biasing the resulting conclusions. When researchers examined data about these people who were not in therapy, the idea that homosexuality was a mental illness was quickly found to be untrue.

In 1973 the American Psychiatric Association confirmed the importance of the new, better designed research and removed homosexuality from the official manual that lists mental and emotional disorders. Two years later, the American Psychological Association passed a resolution supporting the removal.

For more than 25 years, both associations have urged all mental health professionals to help dispel the stigma of mental illness that some people still associate with homosexual orientation.

Can Lesbians, Gay Men, and Bisexuals Be Good Parents?

Yes. Studies comparing groups of children raised by homosexual and by heterosexual parents find no developmental differences between the two groups of children in four critical areas: their intelligence, psychological adjustment, social adjustment, and popularity with friends. It is also important to realize that a parent's sexual orientation does not indicate their children's.

Another myth about homosexuality is the mistaken belief that gay men have more of a tendency than heterosexual men to sexually molest children. There is no evidence to suggest that homosexuals molest children more often than heterosexuals.

Why Do Some Gay Men, Lesbians and Bisexuals Tell People About Their Sexual Orientation?

Because sharing that aspect of themselves with others is important to their mental health. In fact, the process of identity development for lesbians, gay men and bisexuals called "coming out", has been found to be strongly related to psychological adjustment—the more positive the gay, lesbian, or bisexual identity, the better one's mental health and the higher one's self-esteem.

Why Is the "Coming Out" Process Difficult for Some Gay, Lesbian and Bisexual People?

For some gay and bisexual people the coming out process is difficult, for others it is not. Often lesbian, gay and bisexual people feel afraid, different, and alone when they first realize that their sexual orientation is different from the community norm. This is particularly true for people becoming aware of their gay, lesbian, or bisexual orientation as a child or adolescent, which is not uncommon. And, depending on their families and where they live, they may have to struggle against prejudice and misinformation about homosexuality.

Children and adolescents may be particularly vulnerable to the deleterious effects of bias and stereotypes. They may also fear being rejected by family, friends, co-workers, and religious institutions. Some gay people have to worry about losing their jobs or being harassed at school if their sexual orientation became well known.

Unfortunately, gay, lesbian and bisexual people are at a higher risk for physical assault and violence than are heterosexuals. Studies done in California in the mid 1990s showed that nearly one-fifth of all lesbians who took part in the study and more than one-fourth of all gay men who participated had been the victim of a hate crime based on their sexual orientation. In another California study of approximately 500 young adults, half of all the young men participating in the study admitted to some form of anti-gay aggression from name-calling to physical violence.

What Can Be Done to Overcome the Prejudice and Discrimination that Gay Men, Lesbians, and Bisexuals Experience?

Research has found that the people who have the most positive attitudes toward gay men, lesbians and bisexuals are those who say they know one or more gay, lesbian or bisexual person well—often as a friend or co-worker. For this reason, psychologists believe negative attitudes toward gay people as a group are prejudices that are not grounded in actual experiences but are based on stereotypes and prejudice. Furthermore, protection against violence and discrimination are very important, just as they are for any other minority groups. Some states include violence against an individual on the basis of his or her sexual orientation as a "hate crime" and twelve U.S. states have laws against discrimination on the basis of sexual orientation.

Why is it Important for Society to be Better Educated About Homosexuality?

Educating all people about sexual orientation and homosexuality is likely to diminish anti-gay prejudice. Accurate information about homosexuality is especially important to young people who are first discovering and seeking to understand their sexuality—whether homosexual, bisexual, or heterosexual. Fears that access to such information will make more people gay have no validity—information about homosexuality does not make someone gay or straight.

Are All Gay and Bisexual Men HIV Infected?

No. This is a commonly held myth. In reality, the risk of exposure to HIV is related to a person's behavior, not their sexual orientation. What's important to remember about HIV/AIDS is it is a preventable disease through the use of safe sex practices and by not using drugs.

Where Can I Find More Information About Homosexuality?

True Colors Inc. Sexual Minority Youth and Family Services

19 Autumn Street, PO Box 1855, Manchester, CT 06045-1855 (860)-649-7386 www.OurTrueColors.org

APA Lesbian, Gay, and Bisexual Concerns Program

750 First Street, NE. Washington, DC 20002

Email: publicinterest@apa.org

Sexuality Information and Education Council of the United States

130 W 42nd St., Ste. 350 New York, NY 10036 (212)-819-9770

Email: Siecuse@siecus.org

Respuestas a sus preguntas acerca de la orientación sexual y la homosexualidad

American Psychological Association (APA) Interés Público – Versión Revisada - Julio 1998. Traducción hecha en México.

- ¿Qué es la orientación sexual?
- ¿Cuál es la causa para que una persona tenga una orientación sexual en particular?
- ¿Se elige la orientación sexual?
- ¿Puede cambiarse la orientación sexual mediante terapia?
- ¿Y qué hay de las llamadas “Terapias de Conversión”?
- ¿Es la homosexualidad una enfermedad mental o un problema emocional?
- ¿Pueden ser buenos padres los gays, las lesbianas y los bisexuales?
- ¿Por qué los gays, las lesbianas y los bisexuales revelan su orientación sexual?
- ¿Por qué es difícil el proceso de salir del closet para alguna gente gay, lesbiana y bisexual?
- ¿Qué se puede hacer para ayudar a gays y lesbianas en la lucha contra los prejuicios y la discriminación hacia ellos?
- ¿Por qué motivo es importante que la sociedad esté mejor educada acerca de la homosexualidad?
- ¿Están infectados de VIH todos los hombres gays y bisexuales?
- ¿Dónde puedo encontrar más información acerca de la homosexualidad?

• ¿Qué es la orientación sexual?

La orientación sexual es una duradera atracción emocional, romántica, sexual o afectiva hacia otra persona. Es fácilmente distinguible de otros componentes de la sexualidad, incluyendo el sexo biológico; la identidad de género (la sensación psicológica de ser hombre o mujer) y el rol social de género (la adherencia a las normas culturales del comportamiento masculino y femenino).

La orientación sexual existe en un continuo que abarca desde la homosexualidad exclusiva hasta la heterosexualidad exclusiva, e incluye varias formas de bisexualidad. Las personas bisexuales pueden experimentar atracción sexual, emocional y afectiva tanto hacia gente de su propio sexo como a la del sexo opuesto. A las personas con una orientación homosexual a veces se les refiere como gays (a hombres y también a hombres y mujeres) o como lesbianas (sólo a las mujeres).

La orientación sexual es diferente del comportamiento sexual, porque se refiere a sentimientos y al concepto de sí mismo. Las personas pueden expresar, o no, su orientación sexual en su comportamiento.

• ¿Cuál es la causa para que una persona tenga una orientación sexual en particular?

Hay numerosas teorías acerca de los orígenes de la orientación sexual de una persona. Hoy en día la mayoría de los científicos está de acuerdo en que lo más probable es que resulta de una compleja interacción de factores ambientales, cognitivos y biológicos. En la mayor parte de la gente la orientación sexual se establece a una edad temprana. También hay considerable evidencia reciente que sugiere que la biología, incluyendo factores genéticos u hormonales innatos, juega un papel significativo en la sexualidad de una persona.

En resumen, es importante reconocer que probablemente existen muchas razones para la orientación sexual de una persona, y que las razones pueden ser diferentes para diferentes personas.

• ¿Se elige la orientación sexual?

No, los seres humanos no pueden elegir ser gays o heteros. La orientación sexual emerge para la mayor parte de la gente en la adolescencia temprana, sin ninguna experiencia sexual previa. Aunque podemos elegir si actuamos conforme a nuestros sentimientos, los psicólogos no consideran que la orientación sexual sea una elección consciente que pueda ser cambiada voluntariamente.

- **¿Puede cambiarse la orientación sexual mediante terapia?**

No. A pesar de que la mayoría de los homosexuales viven vidas exitosas y felices, alguna gente homosexual o bisexual puede buscar cambiar su orientación sexual mediante terapia, a veces presionados a intentarlo por influencia de miembros de la familia o de grupos religiosos. La realidad es que la homosexualidad no es una enfermedad. No requiere tratamiento y no es cambiable. Sin embargo no toda la gente gay, lesbiana y bisexual que busca asistencia de un profesional de la salud mental quiere cambiar su orientación sexual. La gente gay, lesbiana y bisexual puede buscar ayuda psicológica para el proceso de salir del closet o para lidiar con los prejuicios; pero la mayor parte va a terapia por las mismas razones y circunstancias de la vida que traen a la gente hétero hacia los profesionales de la salud mental.

- **¿Y qué hay de las llamadas "Terapias de Conversión"?**

Algunos terapeutas que realizan las llamadas terapias de conversión informan que han sido capaces de cambiar la orientación sexual de sus clientes, de homosexual a heterosexual. El escrutinio cuidadoso, sin embargo, muestra varios factores que ponen en duda sus afirmaciones. Por ejemplo, muchos de los informes provienen de organizaciones con una perspectiva ideológica que condena la homosexualidad. Además, sus alegatos están pobremente documentados. Por ejemplo, al concluir el tratamiento no hay un seguimiento ni se informa qué sucede durante un periodo largo, como sería lo estándar en cualquier intervención de salud mental. A la Asociación Americana de Psicología le preocupa tales terapias y el daño potencial a los pacientes. En 1997, el Consejo de Representantes de la Asociación aprobó una resolución reafirmando la oposición al tratamiento homofóbico, y expresando el derecho del cliente a un tratamiento imparcial y a la autodeterminación. Cualquier persona que entra a terapia para tratar cuestiones de orientación sexual tiene el derecho de esperar que tal terapia tenga lugar en un ambiente profesional neutral, en ausencia de cualquier prejuicio social.

- **¿Es la homosexualidad una enfermedad mental o un problema emocional?**

No. Los psicólogos, psiquiatras y otros profesionales de la salud mental están de acuerdo con que la homosexualidad no es una enfermedad, un desorden mental, ni un problema emocional. Más de 35 años de investigación científica objetiva, bien diseñada, ha demostrado que la homosexualidad, en sí misma, no está asociada con desórdenes mentales ni con problemas emocionales o sociales. Alguna vez se pensó que la homosexualidad era una enfermedad mental porque la sociedad y los profesionales de la salud mental tenían información prejuiciada.

En el pasado, los estudios sobre gente gay, lesbiana y bisexual incluía a pacientes en terapia, con lo cual se distorsiona el resultado. Cuando los investigadores examinaron los datos de personas que no estaban en terapia, rápidamente se dieron cuenta de que era falsa la idea que la homosexualidad era una enfermedad mental.

En 1973 la Asociación Americana de Psiquiatría confirmó la importancia de nuevas investigaciones mejor diseñadas y eliminó a la homosexualidad del manual que enumera los desórdenes mentales y emocionales. Dos años después, la Asociación Americana de Psicología aprobó una resolución que respaldaba esa remoción.

Por más de 25 años, ambas asociaciones han exhortado a todos los profesionales de la salud mental a que ayuden a disipar el estigma de enfermedad mental que alguna gente todavía asocia con la orientación homosexual.

- **¿Pueden ser buenos padres los hombres gays, las lesbianas y los bisexuales?**

Sí. Los estudios que comparan grupos de niños educados por padres homosexuales y por padres heterosexuales no han hallado diferencia en el desarrollo entre los dos grupos de niños en cuatro áreas críticas: su inteligencia, ajuste psicológico, ajuste social y popularidad con sus amigos. También es importante darse cuenta que la orientación sexual del padre no indica la de sus hijos. Otro mito acerca de la homosexualidad es la creencia equivocada que los hombres gays tienen mayor tendencia a abusar sexualmente a los niños que los hombres heterosexuales. No hay evidencia que sugiera que hay más homosexuales que heterosexuales que abusen a los niños.

- **¿Por qué los gays, las lesbianas y los bisexuales revelan su orientación sexual?**

Porque el compartir con otros ese aspecto de sí mismos es importante para su salud mental. En efecto, se ha descubierto que el proceso del desarrollo de la identidad para las lesbianas, los gays y los bisexuales, llamado "salir del closet", está fuertemente relacionado con el ajuste psicológico mientras más positiva sea la identidad gay, lesbiana o bisexual, mejor será su salud mental y más alta será su autoestima.

- **¿Por qué es difícil el proceso de “salir del closet” para alguna gente gay, lesbiana y bisexual?**

Para alguna gente gay y bisexual el proceso de salir del closet es difícil, para otros no lo es. Frecuentemente la gente lesbiana, gay y bisexual siente temor, se siente diferente y sola cuando por primera vez se da cuenta que su orientación sexual es diferente a la norma de la comunidad. Esto es particularmente cierto para la gente que se da cuenta de su orientación gay, lesbiana o bisexual siendo niño o adolescente, lo cual no es poco común. Dependiendo de sus familias y de dónde vivan, pueden tener que luchar contra prejuicios y desinformación acerca de la homosexualidad.

Niños y adolescentes pueden ser particularmente vulnerables a los efectos nocivos de prejuicios y estereotipos. También pueden temer el ser rechazados por su familia, amigos, compañeros de trabajo e instituciones religiosas. Alguna gente gay tiene que preocuparse de no perder su trabajo, o ser hostigado en la escuela, si se conoce su orientación sexual.

Lamentablemente la gente gay, lesbiana y bisexual tienen un mayor riesgo que los heterosexuales de sufrir asaltos físicos y violencia. Estudios realizados en California a mediados de los años noventa mostraron que casi la quinta parte de las lesbianas que participaron en el estudio, y más de la cuarta parte de los hombres gays que participaron, habían sido víctimas de algún crimen por odio, basado en su orientación sexual. En otro estudio realizado en California con aproximadamente 500 adultos jóvenes, la mitad de todos los hombres jóvenes participantes admitieron haber sido víctimas de alguna forma de agresión anti-gay, desde insultos hasta violencia física.

- **¿Qué se puede hacer para ayudar a gays y lesbianas en la lucha contra los prejuicios y la discriminación hacia ellos?**

La investigación ha encontrado que la gente que tiene las actitudes más positivas hacia los gays, las lesbianas y los bisexuales, es aquella que dice conocer bien a una o más personas gays -- frecuentemente como amigos/as o compañeros/as de trabajo. Por esta razón, los psicólogos creen que las actitudes negativas hacia la gente gay, como grupo, no tienen su fundamento en experiencias reales, sino que se basan en estereotipos y prejuicios. Además, la protección contra la discriminación y la violencia es muy importante, tal como lo es para cualquier otro grupo minoritario. Algunos estados incluyen la violencia contra un individuo por su orientación sexual como un “crimen por odio”, y diez estados de EE.UU. tienen leyes contra la discriminación basada en la orientación sexual.

- **¿Por qué motivo es importante que la sociedad esté mejor educada acerca de la homosexualidad?**

El educar a toda la gente acerca de la orientación sexual y la homosexualidad es probable que disminuya el prejuicio anti-gay. La información precisa acerca de la homosexualidad es especialmente importante para la gente joven que está descubriendo y buscando entender por primera vez su sexualidad -- ya sea ésta homosexual, bisexual o heterosexual. No tienen validez los temores de que tal información hará gay a más gente -- la información acerca de la homosexualidad no hace a nadie gay o hétero.

- **¿Están infectados de VIH todos los hombres gays y bisexuales?**

No. Este es un mito frecuente. En realidad, el riesgo de quedar expuesto al VIH está relacionado con el comportamiento de la persona, no con su orientación sexual. Lo que es importante recordar acerca del VIH/SIDA es que es una enfermedad evitable mediante el uso de prácticas de sexo seguro y no utilizando drogas.

- **¿Dónde puedo encontrar más información acerca de la homosexualidad?**

[El original (ver dirección electrónica más abajo) hace referencia a organizaciones y recursos de Estados Unidos. Aquí ponemos el CENTRO DE RECURSOS en español.] <http://llego.org/recursos.htm>

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Impact of Participation in LGBT Organizations

YOU can make a tremendous difference in the lives of LGBT youth by helping them to connect appropriately with a community of peers, role models and mentors. Find out what resources are available in your community and use them. If no resources are available, find out what you can do to get them started. Tips on creating an effective community organization follows. And remember, True Colors is always a resource for LGBT youth, adults, families and allies. Here's why it matters so much:

Sexual minority youth who are able to find and interact with the Lesbian, Gay, Bisexual and Transgender (LGBT) community (especially in venues outside of the bars) fare better emotionally and psychologically than those who remain isolated and in hiding.

Initially, adolescents are often looking for a level of support, information, and acknowledgment to deal with the heightened anxiety and "inner anguish" that comes from their recognition (fear) that they might be "LGB or T". As they begin to integrate their identity, however, they begin to look for and need more social kinds of interactions, e.g. — friends, mentors, etc.

Those who are responsible for the health and well-being of adolescents, including those who are LGBT, have an obligation to identify and support age-appropriate resources within the LGBT community. Community Organizations, especially those involved with advocacy and education, offer some unique opportunities to encourage and foster positive adolescent development. Here are just some of the potential benefits youth derive from participating in community organizations:

❖ Enhanced Socialization

- ✓ Group Identification (having a sense of "belonging" with others who like and are like them)
- ✓ Social Ties/Social Support/Social Integration (critical elements of adolescent development!)
- ✓ Peer (and adult) affirmation and comparisons

❖ Role modeling

- ✓ Relationships between Sexual Minority adults can model an integration of sexuality with other aspects of one's life and sense of self
- ✓ Mentoring (helping young people see the full range of who they can be!)
- ✓ Interactions with LGBT adults and youth whose "lifestyles" defy and correct stereotypes

❖ Leadership Development and Self Efficacy

- ✓ Enhance and capitalize on strengths such as their creative coping skills, their ability to monitor and understand their environments, their self-awareness
- ✓ Organizational Skills (planning events, running meetings, etc.)
- ✓ Media and public speaking skills

❖ Empowerment

- ✓ Shared decision-making
- ✓ Increased feelings of competency, efficacy and confidence
- ✓ Decreased feelings of helplessness

❖ Increased Self-Esteem

- ✓ Identity Consolidation (an improved ability to integrate sexual orientation as a coherent part of a broader social, sexual and psychological identity)

Youth Development Framework *

Integrating a youth development framework into your organizational planning has a number of benefits for the youth, the adults that work with them. And for your agency or organization as a whole! Individuals who are valued, affirmed, and nurtured blossom – regardless of their age! As you plan activities, organizing strategies -- even meetings -- you may find it helpful to review the elements that constitute the development of a healthy identity and ability.

1. Aspects of Identity: Young people demonstrate a positive identity when they have a sense of personal well-being and a sense of connection and commitment to others in each of the following areas.

- a. Safety and Structure:** a perception that one is safe and that daily events are somewhat predictable
- b. Self-worth:** a perception that one is a "good" person who contributes to oneself and others
- c. Mastery and Future:** a perception that one is "making it" and will succeed in the future
- d. Belonging and Membership:** a perception that one values, and is valued by, others in the family and community
- e. Responsibility and Autonomy:** a perception that one has some control over daily events and is accountable for one's own actions and for the consequences on others
- f. Self-awareness and Spirituality:** a perception that one is unique and is intimately attached to extended families, cultural groups, communities, higher deities, and/or principles

2. Areas of Ability: Young people demonstrate ability when they gain knowledge, skills and attitudes that prepare them for Adulthood.

- a. Physical Health:** the ability and motivation to act in ways that best ensure current and future physical health for self and others
- b. Mental Health:** the ability and motivation to respond affirmatively to and cope with positive and adverse situations, to reflect on one's emotions and surroundings, and to engage in leisure and fun
- c. Intellectual Ability:** the ability and motivation to learn in school and in other settings, to gain the basic knowledge needed to graduate high school, to use critical thinking, to be creative, to use problem-solving and expressive skills and to conduct independent study
- d. Employability:** the ability and motivation to gain the functional and organizational skills necessary for employment, including an understanding of careers and options, and the steps necessary to reach goals
- e. Civic and Social Ability:** the ability and motivation to respect and affirmatively respond to differences among groups and individuals of diverse backgrounds, interests, and traditions

* **Summarized from the work of Academy for Educational Development/Center for Youth Development**

Creating an Effective LGBT Youth/Adult Organization

❖ Outreach (focus on youth who are already LGBT-identified)

- ✓ Word of Mouth/Youth Oriented Events, Existing Youth Groups (Community and GSA's)
- ✓ Use the Internet! Many LGBT youth find community there!
- ✓ Access both Mainstream and LGBT media, newsletters, school newspapers, guidance offices, etc.
- ✓ True Colors can also be a support in helping you outreach to youth via our newsletters and contacts.

❖ Create and Nurture a “Youth and Adults As Partners” Philosophy

- ✓ “Partners” implies that the work is non-hierarchical and that youth and adults are equal peers in the process.
- ✓ Make the meetings accessible for youth in terms of time, space, transportation. Consider the possibility of stipends.
- ✓ Ensure that youth have real decision-making power and are involved in identifying those issues of importance to them, developing plans of action and implementing those plans.
- ✓ Make sure something is accomplished at every meeting and that young people have an opportunity to develop new knowledge and practical skills as a result of their involvement.
- ✓ Make sure that meetings combine interesting activities (like brainstorming or small group sessions) with the more tedious organizational activities to keep youth (and adults!) focused and involved.
- ✓ Be honest (and realistic) about your expectations for both youth and adult participants and hold each accountable. Treat each teen as an individual (don't expect them to represent all other youth); Don't move too fast in a meeting. Some youth are not used to sitting at the table as peers with adults and may need time to adjust. Adults who are accustomed to working with youth only as clients, students or subordinates may need support in adjusting their expectations and attitudes as well.
- ✓ Short and Long Term Goal Planning should be realistic, timely, and reviewed regularly. Encourage members to evaluate their own time commitments (with youth especially, watch out for “burn-out”).

❖ Encourage Internal Communication

- ✓ Begin each session with provided refreshments (and encourage folks to bring in something).
- ✓ Use Opening Exercises to help orient new members and continue the bonding/social interactions of existing members.
- ✓ Allow time for each member to provide activity updates. Make a conscious effort to create a feeling of “synergy” where youth and adults have opportunities to explore the strengths (and challenges) that each bring to the table.
- ✓ Provide monthly Newsletter/Meeting Minutes (to update individuals who couldn't attend, remind people about the tasks they took on, identify and reward member efforts).
- ✓ Encourage/foster the group's ability to discuss and resolve disagreements (codes of conduct/standards of discourse; soliciting diverse opinions; encouraging brainstorming; seeking consensus when possible).

❖ Consciously Foster Morale

- ✓ Regularly and publicly acknowledge the contributions of group members during meetings, and in organizational communications like newsletters and minutes.
- ✓ Promote Shared Responsibility (for example, have the group define the tasks associated with a particular event and decide together who will handle what parts.)
- ✓ Sponsor events with a social purpose (victory dinners/summer picnics, etc.) and include strong social aspects in regular and task oriented meetings (offer food, encourage open conversation during tasks like mailings, etc.).

❖ Provide Rewards and Benefits of Membership

- ✓ The first rule of organizing is to remember that **all** volunteers participate for reasons of their own (altruism is self-interest dressed to go out...).
- ✓ Conduct on-going evaluations designed to identify and meet the needs of individual members, remembering that what motivates an individual changes over time.
- ✓ Be successful (develop a reputation as a worthwhile organization, so that membership becomes status-generating).

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❖ CHILDREN OF LGBT PARENTS

Note: Two wonderful websites for finding information for children of various ages are:

- **TWO Lives Publishing**, creating books for children in alternative families: www.twolives.com and
- **Family Pride Coalition** <http://www.familypride.org> for books, pamphlets and articles available for purchase and free download.

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International Journal of Transgenderism (Editor: Friedemann Pfäfflin, MD) (The Official Journal of the Harry Benjamin International Gender Dysphoria Association)

Journal of Bisexuality (editor Fritz Klein, MD.)

Journal of Gay and Lesbian Issues in Education (editor: James. T. Sears, PhD.) Charter Issue available in Fall, 2002. Website: www.jtsears.com

Journal of Gay and Lesbian Psychology (currently under development)

Journal of Gay and Lesbian Psychotherapy (Editors: Jack Drescher, MD; Ann D'Ercole, Ph.D.; Joseph Merlino, MD, MPA; and Christina Sakaer, MD, Ph.D)

Journal of Gay and Lesbian Social Services (Editor: James J. Kelly, Ph.D., LCSW)

Journal of GLBT Family Studies (Editor: Jerry Bigner, Ph.D.)

Journal of Homosexuality (Editor: John P. De Cecco, Ph.D.)

Journal of Lesbian Studies (Editor: Esther D. Rothblum, Ph.D.)

Journal of LGBT Health Research (Editor: Seth L. Welles, ScD, PhD) (begins in Spring, 2006)

Journal of LGBT Issues in Counseling (Editor: Ned Farley, Ph.D.)

Journal of LGBT Politics, Policy & Law (Editor: Steven H. Haeberle, Ph.D.) (Volume one due Spring, 2006)

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❖ LGBT PARENTS/FAMILIES

- Talking to Children About Our Families: Sexual Orientation and Gender Identity.** A Family Pride Publication, By Margie Brickley and Aimee Gelnaw. available on line at: <http://www.familypride.org>
- Coming Out to Your Children: A Guide for LGBT Parents.** This includes articles on coming out to children, support for straight spouses, where to seek additional resources and support. With special emphasis for the formerly or currently married LGBT parent. This includes articles on coming out to children, support for straight spouses, where to seek additional resources and support. With special emphasis for the formerly or currently married LGBT parent. Free. <http://www.familypride.org>
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Find a good selection of books targeting LGBT youth at <http://www.pinkbooks.com> also!

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True Colors XIII Presenters

This section is designed to acknowledge and affirm the contributions of individuals who make a difference in the lives of LGBT youth every day. In addition, our goal is to provide a resource list of people who are experts in their field. We hope you will call on them often, as you bring the lessons of hope and healing home to your families, schools, agencies and communities.

- Julie R. Alexandrin, PhD** jalexandrin@sjc.edu **860-231-1691**
Dr. Alexandrin is a professor of Special and Diversity Education at Saint Joseph College. One of her specialties is getting people to become aware of their own stereotypes and biases and how they affect relationships and interactions between people..
- John Allen, MA** allenhyatte@aol.com **203-389-2970**
John D. Allen is the founder of the Rainbow Support Group, Believed to be the first support of its kind to support people with intellectual disabilities who identify with the sexual minority community.
- Megan J. Andelloux** fiercefemme@gmail.com **401-952-6447**
Megan Andelloux is the Community Educator/Trainer for Planned Parenthood of Connecticut in Willimantic. She creates & implements education workshops for youth & professionals on all issues of sexuality in northeastern Connecticut & is a CT state certified HIV educator.
- Erika Arthur** earthur@mutualaid.org **413-586-4553**
Erika Arthur is a 25 year old white, queer person living in Northampton. She is a collective owner of Food for Thought Books in Amherst..
- John Benbow, PhD** John.Benbow@pfizer.com **860-715-2362**
John Benbow is a Principal Research Scientist for Pfizer in Groton. He has received numerous awards for his diversity initiatives and is a founding member of the Rainbow Alliance at Pfizer.
- Colby Berger, Ed M** cberger@thehome.org **617-469-8581**
Colby Berger was hired by The Home for Little Wanderers (The Home) to open Waltham House, the first coed group home for GLBT youth in the country and has conducted GLBT training for over 2000 Social Workers at The Massachusetts Department of Social Services.
- Renee Best** Renee_Op@msn.com **203-500-4585**
Renee Best is a community educator/trainer for Planned Parenthood of Connecticut in the Fairfield County.
- Jonathan Bonet** tamajonathan@yahoo.com **860-869-1677**
Jonathan Bonet is a 24 year old Hispanic gay male who has led numerous discussions at several schools around Connecticut on topics such as Healthy Relationships, Sexual Assault and Sexual Harassment, Violence Intervention and Leadership Training.
- Paul Bosko** www.roskomusik.com
Paul is best known as international recording artist "Rosko." The first single from Rosko, "Love Is A Drug," went all the way to number 1 in America on the Billboard Dance Chart in March of 2005. Since then, he has continued to rock it live to many thousands, from Crobar in NYC to Bora Bora in Tunisia! Upcoming early 2006 releases include a duet with Nadia Ali of iio titled "Something To Lose," to be released by Ultra Records, as well as an original track on the Star 69 compilation album "I Love New York," in addition to a full-length original artist album featuring this same stunning cast of talents.
- Keith Boykin** outrightspeakers@aol.com **843-903-5055**
Keith Boykin is author of One More River to Cross: Black and Gay in America and Beyond the Down Low: Sex, Lies and Denial in Black America, and is one of the nations foremost commentators on issues of race and sexual orientation.
- Bob Brex, MA, CPP-R** bob1117@snet.net **860-974-1208**
Bob Brex is currently the Executive Director of Northeast Communities Against Substance Abuse, a 21 town regional anti-substance abuse coalition in Northeastern CT and is past President of the Board of Directors of True Colors, Inc.
- Sarah Brin** triskqrc@brandeis.edu **781-736-3749**
Sarah Brin is originally from Los Angeles, CA and is fairly new to Queer activism. However, she has studied and worked within the social justice community since 2002. she is currently a sophomore at Brandeis University and plans to major in European Cultural Studies.
- Geraldine Burke** stonewallspeakers@biz.ctol.net **860-523-9799**
Geraldine Burke is the state coordinator of the Stonewall Speakers Association. She is a former board member GLSEN CT & True Colors.
- Robin C. Cecere, esq.** robin.cecere@po.state.ct.us **860-713-6520**
Robin is a Staff Attorney in the Office of Legal and Governmental Affairs with the Department of Education
- Kelly Chapman** kchaps411@aol.com **203-915-1791**
Kelly Chapman is a Sexual Assault Crisis Counselor and has led Healthy Relationship and Sexual Assault Prevention discussions at several schools in Connecticut.
- Harrison Chizik** triskqrc@brandeis.edu **781-736-3749**
Currently in his 3rd year at Brandeis University, Harrison Chizik is in the process of completing majors in Economics and Politics, along with minors in both Law and Women's & Gender Studies. He leads the activities of Triskelion, Brandeis's GBLTQ organization.
- Alberto Cifuentes** dharpin@hopkins.edu **203-377-6941**
Alberto Cifuentes, Jr. has been active in the LGBT community for more than five years. He is also an active member of PRISM (SSCU's GSA), GLSEN CT, and the Connecticut Pride Committee.

- Michael Cohen, LCSW, BCD** michaeljcohen@earthlink.net **917-648-7585**
Michael Cohen, LCSW, BCD, is a sexuality educator working for the enhancement of desire, sexuality and eroticism. Michael Cohen has worked as a psychotherapist for over 20 years and is in private practice in New York City. He also leads workshops on intimacy and sexuality for adolescents, families and adults.
- Jeremy Cohen** jeremycohen@hartford.org **860-520-7163**
Jeremy is an Award Winning Director who is currently the Associate Artistic Director at Hartford Stage where he is hoping to create a queer youth theater group.
- Kenneth M. Cohen, PhD.** kmc17@cornell.edu **607-255-5208**
Ken is a licensed Clinical Psychologist at Cornell University's Counseling and Psychological Services where he provides individual and group therapy to sexual minority clients. Ken writes about LGB development and mental health issues and co-edited with Ritch Savin-Williams, "The Lives of Lesbians, Gays and Bisexuals: Children to Adults" (Harcourt Brace College Publishers). He currently researches the biological origins of sexual orientation.
- Patrick Connolly** scorpioandros@hotmail.com **978-835-9389**
Patrick is a Theatre Major attending Salem State College in Salem MA where he is an active student leader and is a GLBT educator.
- Michael Courville MA, MSW** mcourville@respectforall.org **415-641-4616 ext 389**
Michael Courville is currently program director of the Respect For All Project (RFAP) at Women's Educational Media in San Francisco, CA. He has worked extensively in the fields of education, mental health, community social service and rural economic development.
- Maggie Crowley** margarethcrowley@yahoo.com **857-207-5816**
Maggie Crowley is the Assistant Director of the Religious Coalition for the Freedom to Marry. She received the Muntchnick Scholarship for LGBT activism and has received numerous other awards.
- Phyllis F. Cudmore, BS** phyllis@cudmorecounseling.com **603-566-4484**
Phyllis F. Cudmore, BS is a counselor to Transgender Individuals. Phyllis has a degree in Psychology with an emphasis on Human Behavior and relationship Management.
- Barbara Curry** barbcurry@mindspring.com
Barbara Curry is a 40-something heterosexual married cross-dresser who has actively lived "outside of her closet" for the past 10 years. She is a member of Connecticut Outreach Society and an active participant in a number of transgender events and programs nationally. Along with her spouse, she has worked with groups talking about what it is like growing up as a heterosexual cross-dresser.
- Pamela Davis, PhD** pdavis@lambdalegal.org **212-809-0055**
Pamela Davis is a program associate in the Education and Public Affairs Department of Lambda Legal where she helps coordinate and implement Lambda Legal's national and regional outreach projects.
- Abby Denson** <http://www.timfishworks.com/>
Abby Denson has been creating comics for XY Magazine since 1996. Her graphic novel, Tough Love; High School Confidential, will be published by Manic D Press in June 2006. She has scripted Powerpuff Girls Comics, Simpsons Comics and Sabrina The Teenage Witch among many others.
- Randa Jo Downs BA** dcacfp@casey.org **206-282-7300**
Randa Jo Downs is a Life Skills Specialist at Casey Family Programs in Seattle, WA. She markets the Casey Life Skills nationally and, as a Certified Trainer, provides customer service to end users.
- A. Chris Downs, PhD.** dcacfp@casey.org **206-282-7300**
Dr. A Chris Downs is Director of Practice Assessments and Web-Based Tools at Casey Family Programs in Seattle, Washington. He is co-Principal Investigator of the Alumni Study and one of the authors of Casey Life Skills tools.
- Justin Drake** triskqrc@brandeis.edu **781-736-3749**
Justin is a senior at Brandeis University. He is a peer counselor for the Queer Resource Center & treasurer for the GLBTQ group on campus.
- Regina Dyton, MSW** regina_dyton@yahoo.com **860-668-2039**
Regina S. Dyton, formerly the Mentoring Program Director for True Colors, brings over 25 years of community activism and anti-oppression work. She is presently a part time faculty member of the University of CT School of Social Work.
- Meredith Elgart, MSW** melgart@ctforum.org **860-509-0909 x 19**
Meredith Elgart, MSW, is a queer mother of three kids, and works at The Connecticut Forum, helping to run the YOUTH Forum. The YOUTH Forum brings kids together from diverse high schools, city, suburban and urban, public and private, to get to know each other and to talk about topics of importance to teenagers.
- Rudy Estrada** restrada@lambdalegal.org **212-809-8585**
Rudy Estrada is an attorney at Lambda Legal, the nation's oldest and largest legal organization dedicated to advancing the civil rights of LGBT people with HIV or AIDS. A veteran GAL and attorney for foster care youth, he is dedicated full time to Lambda's Foster Care Project, addressing the needs of LGBT adolescents and adults involved with country's child welfare system.
- Jane Fleishman** jane@orgchangeconsulting.com **860-550-6570**
Jane Fleishman, an organizational development consultant, has over 20 years of experience facilitating groups, and is now focusing her work on the relationship between spirituality and sexuality. She is a sexuality educator working for the enhancement of desire, sexuality and eroticism.

- Clarence J. Fluker** cjfluker@gmail.com **202-270-4225**
Clarence J. Fluker is the President of DCF Black Pride who's written work has appeared in a variety of print and online publications. As an engaging speaker on the topic of race and sexual orientation, he has spoken to campus groups at universities throughout the U.S.
- Richard Foirde** Rford@jri.org **617-266-3349**
Having originally started as a peer educator, Richard Ford is now Mobile Outreach Coordinator at the Urban Youth Institute (UYI) and has held the position for over three years. His program works specifically in identifying and outreaching to high-risk youth of color and is part of CDC's DEBI-approved intervention models.
- Nikki Gamache** nikoru@gmail.com **203-206-1218**
Nikki, 18, thoroughly enjoys anime, gaming, sketching, and sewing. GLBT issues are a large part of her life.
- Jonathan Gillman, MFA**
Jonathan Gillman, an award winning writer and director, is the Director of Looking In Theatre and also the Head of the Theater Department at the Greater Hartford Academy of the Arts, a public magnet high school in Hartford.
- Sarah Goff** sarah.goff@yale.edu
Sarah Goff is a junior at Yale University who studies ethics, politics, and economics and works with Advocates for Youth on the topic of comprehensive sex education.
- Diane Griffin MA, BA** dgriffin@nmac.org **202-483-6622**
Diane Griffin serves as an advocate to policymakers on HIV related public policy and legislation focusing on women. She has three years counseling experience with sexual minority and at risk youth, and four years experience as an educator.
- John Nelson Grundy** theflamingbadger@yahoo.com **860-593-3361**
John Nelson Grundy is a 21-yr old graduate of East Hartford High School in East Hartford, CT, a former speaker with Stonewall CT, and a panelist for the 6th Annual Martin Luther King, Jr. Connecticut Youth Forum. He is the founder of the GSA at E.H.H.S., and its first president.
- David Harpin, MA** dharpin@hopkins.edu **203-377-6941**
David Harpin has taught middle and high school students at Hopkins School in New Haven for 10 years. He took over the faculty role of advisor to Hopkins' well established Gay/Straight Alliance (GSA) in 2000. During his tenure at Hopkins he has served on the board of Connecticut chapter of the Gay, Lesbian and Straight Education Network (GLSEN).
- Derek Hartley** dhartley@sirius.com **212-584-5271**
Derek Hartley has been a syndicated columnist for nearly a decade. His columns have appeared in print across the U.S. and around the world, as well as online at HSX.com, PlanetOut.com, Entertainment Asylum and America Online. Derek has been featured in numerous articles in newspapers and magazines including: The New York Times, The Advocate, Genre, Instinct, Out And About Travel, and HERO Magazine. His relationship column, FantasyMan Island, has appeared weekly on PlanetOut.com since March 1997.
- Michael Hellman** triskqrc@brandeis.edu **781-736-3749**
Michael is a senior at Brandeis University. He is interested in HIV/Aids activism and the intersection between LGBTQ and Jewish communities.
- Kamora Herrington** tcmkamora@yahoo.com **860-649-7386**
Kamora
- Charles Holmes-Hope** holmeshop@hartford.edu **860-768-7797**
An accomplished leader and educator, Charles Holmes-Hope has been an Assistant Director of Residential Life for Administrative Services since September of 2005 and has presented on numerous topics of gay and lesbian concerns.
- Marc T. Housley** ywca_mvp@yahoo.com **860-225-4681 ext. 211**
Marc T. Housley is the Community Education Coordinator for the YWCA of New Britain Sexual Assault Crisis Service, is a certified sexual assault counselor advocate and runs the Tough Guise and Mentors in Violence Prevention Programs for area schools.
- William A. Howe, Ed.D.** william.howe@po.state.ct.us **860-713-6542**
Dr. William A. Howe is the education consultant for multicultural education, gender equity, and civil rights in the Office of Educational Equity at the Connecticut State Department of Education. He is the founder and chairperson of the Connecticut Multicultural Education Conference held each October and has received numerous awards for his work.
- Susan Hyde-Wick, BS MS LPC NCC** susan.hydewick@quinnipiac.edu **203-582-8680**
Susan Hyde Wick received her B.S. Rehab Services from UCONN; her M.S. in Counseling from UHART. She currently works at Quinnipiac University as the Assistant Director of Career Development. Susan is a Licensed Professional and National Board Certified Counselor.
- Alice Ittelson** triskqrc@brandeis.edu **781-736-3749**
Alice Ittelson is a Sophomore at Brandeis University majoring in Philosophy with minors in Classics and English. At Brandeis, Alice is involved in a number of extracurricular activities that highlight her interest in Queer Rights and legal studies.
- Viktor Jakab** viktor.jakab@uconn.edu **845-612-9267**
Viktor Jakab, 19, is currently a student at the University of Connecticut where he is involved with the Speaker's Bureau at UConn, a group of students through the Rainbow Center. Viktor helped start the GSA at his high school in New Fairfield.
- Fritz Klein, MD.** fritzklein@cox.net **619-542-0088**
Dr. Fritz Klein is a Psychiatrist, Sex Researcher, Editor of Journal of Bisexuality, Haworth Press and senior editor of a Haworth Press series of books on bisexuality. In addition, Dr. Klein is the author of a new novel, Life, Sex and the Pursuit of Happiness, a novel.

- David Knapp** davidwinthropknapp@yahoo.com **203-453-1395**
David Knapp is the outreach coordinator of the Stonewall Speakers Association. He is a 77 year old grandfather who, after being married 27 years, realized at the age of 50 he was gay.
- Eric Knudson** eric.knudson@uconn.edu **860-346-5821**
Eric Knudson is originally from Deep River Connecticut who works for the Rainbow Center as an educational Coordinator and runs the Educational Workshops Program and Among Men Social Group. Eric is also involved with the Men Against violence Against Women group.
- Madeleine Leveille, PhD** leveille@reg5.k12.ct.us
Madeleine is both a counseling psychologist and a nationally certified school psychologist. She co-facilitates Amity High School's GSA. She has been active in state, regional, and national counseling associations.
- Deborah S. Levine, MSW, MA** deborah.levine@ppct.org **203-752-2839**
Deborah S. Levine is currently working as a Trainer/Community Educator at Planned Parenthood of CT where she provides education to teens, parents, and professionals on topics related to sexuality and sexual health.
- Nathan Levitt** nathan@thirdwavefoundation.org **212-675-0700**
Nathan Levitt is a queer, white, Jewish, transgender activist working with the Organizing and Advocacy Fund at Third Wave Foundation in New York City. He has led workshops and trainings on a variety of social and economic justice, queer and gender issues.
- Mitzi Lowe PhD** mlowe@csufresno.edu **559-278-5218**
Dr. Lowe is a professor in the Department of Social Work Education at California State University, Fresno. She is the director of field education and areas of research include glbtq youth in foster care, juvenile justice, and field education.
- Jody Marksamer, JD** marksamer@nclrights.org **415-392-6257 ext. 308**
Jody Marksamer is an attorney who has been creating policy and advocating for LGBT youth in the foster care and juvenile justice systems for the last two years. He coordinates the Bay Area Out of Home Youth Advocacy Council and is a co-author of the Best Practices Guide for working with LGBT youth in state custody.
- Robin McHaelen, MSW** director@ourtruecolors.org **860-649-7386**
Robin Passariello McHaelen, MSW is the founder and current Executive Director of True Colors, Inc. Sexual Minority Youth and Family Services, a non-profit 501 (c) (3) organization that combats homophobia, gender bias and racism. Robin is the author of a Child Welfare League of America Journal article on lesbian, gay, bisexual and transgender youth issues curriculum. In addition, Robin has been a "Who's Who in America" designate since 2002, and is the recipient of numerous awards for her efforts on behalf of lesbian, gay, bisexual, transgender and intersex youth and families.
- Jai Melenciano** jmelenciano@jri.org **617-266-3349**
Jaisan Melenciano is a housefather and member of the ballroom community and also received his start as a peer educator at UYI. His approach to prevention and education emphasizes cultural competency and sensitivity in serving urban youth of color and adapting ball events for effective case finding and service provision.
- Leif Mitchell** LeifMitchell@hotmail.com **203-258-3718**
Leif Mitchell is a trainer/consultant on sexuality issues, Co-chair of GLSEN Connecticut, a trainer for GLSEN and ADL, and a member of GLSEN's National Advisory Council.
- Daniel Mitchell** musicalvr10192000@yahoo.com **860-675-6162**
Daniel Mitchell, 18, attends Tunxis Community College as a Human Services major. He started his GSA as a senior at Lewis S. Mills High School in Burlington.
- Kate Moore** triskqrc@brandeis.edu **781-736-3749**
Kate is a senior at Brandeis majoring in biology and anthropology. She is interested in queer medical topics. She directs the Queer Resource Center and works toward inclusivity for trans students and queer education for everyone.
- Lisa C. Moore** info@redbonepress.com **202-667-0392**
Lisa C. Moore is the founder and editor of RedBone Press, which publishes work that celebrates the culture of black lesbians and gay men and further promotes understanding between black gays and lesbians and the black mainstream.
- Raisa Negrón** raisa.negron@ppct.org **860-246-2414**
Ms. Raisa S. Negron, is a diversity & Sexual health Trainer for Planned Parenthood of Connecticut where she provides educational programs on sexual and reproductive health topics for teens, with a particular effort reaching youth in the Hartford region.
- April Nelson, LICSW** anelson@mautnerproject.org **202-332-5536**
April Nelson is the National Training Director for the Mautner Project in Washington, D.C. For the past two years, she has managed the Removing the Barriers project, traveling the country talking with medical and social service providers about the unique health access concerns of lesbian, gay, bisexual and transgender individuals, and families.
- Benjie Nycum** benjie@ygamag.com **902-453-6083**
Benjie Nycum is the co-founder of Young Gay America and the publisher of YGA Magazine. Benjie is the Author of The XY Survival Guide: Everything You Need to Know About Being Young and Gay which has sold 100,000 copies. With Young Gay America he has traveled to 47 states, interviewed 1500 LGBT young people and uploaded a million words to www.younggayamerica.com.

- Reverend Alice O'Donovan** revalice@aol.com **860-872-6537**
When Alice was ordained to ministry in the United Church of Christ in 1998, she became the first openly gay or lesbian person to be ordained in that the ministry in the state of Connecticut. She brings twelve years of pastoral experience and is currently the pastoral care coordinator for Hospice of VNA East.
- Robin Ochs, MA.** www.robynochs.com **617- 983-0338**
Robyn Ochs is a long-time activist, and the editor of the *Bisexual Resource Guide* and the new anthology *Getting Bi: Voices of Bisexuals Around the World*. Her writings have been published in numerous bisexual, women's studies, multicultural, and GLBT anthologies. She is a professional speaker and workshop leader.
- Paige Parks, M.Ed.** safezonepi@yahoo.com **401-421-5626**
Paige Parks, M.Ed. is the Safe Zone Coordinator at Youth Pride, Inc., Rhode Island's only organization dedicated to meeting the needs of LGBTQQ youth. Parks is the co-author of the OUTspoken Training Curriculum and produced "School Crossings" a video-guide to creating safe schools for LGBTQQ students.
- Cheryl Parks, Ph.D.** cheryl.parks@uconn.edu **860- 570-9017**
Cheryl Parks, Ph.D., is an Associate Professor of Research. Her research interests include alcohol use and abuse (particularly risk and protective factors, and alcohol-related problems affecting lesbians and other women, adolescents, and women of different racial/ethnic groups) and lesbian/gay issues (particularly identity development, alcohol use, and parenting).
- Romaine Patterson** rpatterson@siriusradio.com **212-584-5271**
Sudden fame surrounded Romaine Patterson following the death of her friend Matthew Shepard. Appearing as an angel to counter-protest Fred Phelps, the image of Romaine in silent defiance to hatred landed her on the cover of countless newspapers and magazines. Her experience was central to the theatre production "The Laramie Project". She co-hosts a queer talk show on sirius radio.
- James Perlotto, MD.** james.perlotto@yale.edu **203-432-0321**
Dr. James Perlotto is the Chief of Student Medicine at Yale University Health Services, the Associate Team Physician for Yale Athletics, and is Associate Clinical Professor of Medicine at Yale and Assistant Clinical Professor of Family Medicine at the University of Connecticut School of Medicine. He has served as the Faculty Advisor for Family Medicine at Yale for the past 16 years." Dr. Perlotto was recently presented with the 2004 Leonard Tow Humanism in Medicine Award at the Yale University School of Medicine Commencement exercises becoming the first Family Physician to win this award.
- Anne Petrovich PhD** apetrovi@csufresno.edu **559-278-8319**
Dr. Petrovich is currently a professor of social work education at California State University, Fresno. She currently teaches graduate practice classes. Her research interests are in the areas of self efficacy, altruism, lifespan development.
- Tan Pham** tppii@bluepalmtree.com
Tan Pham is currently a student at Uconn where he is the president of Queers United Against Discrimination. He heads a campaign for comprehensive sexual education and does peer counseling on youthresource.com for Advocates for Youth.
- The Playaz** OUTspokenYPI@yahoo.com **401-421-5626**
The Playaz are a youth performance group whose purpose is educating on subjects that LGBTQQ youth face in their day to day lives. With original skits, spoken word, and exercises the Playaz generate conversation and increase awareness of homophobia, transphobia, coming out, and heterosexism.
- Jana Priestley** JPinkDiva@aol.com
Jana Priestley is a senior at Central CT State University pursuing a degree in Educational Theatre. Currently she works on the MY Voice Counts Campaign, promoting comprehensive sexuality education.
- Anthony Rapp**
He's best known for originating the role of Mark Cohen in Jonathan Larson's Pulitzer-Prize winning landmark rock opera, Rent, going with the show from Off-Broadway to Broadway to Chicago, and finishing his run in London. He reprises that role in the film version, released in November, 2005. His notable work includes the film "A Beautiful Mind", and the stage and film versions of "Six Degrees of Separation". Now he has embarked on his music career, beginning with the release of his debut solo cd, Look Around. Anthony is touring periodically to different regions of the US, appearing mostly at colleges and universities, playing original music and some choice cover tunes.
- Holly Rawson, LPC** meta4u@neca.com **860-429-7945**
Holly Rawson, LPC is a counselor in private practice with her partner Brian Ahern, LCSW. As a married couple, together for over 30 years, discovering the secrets to marital bliss has been their most inspiring focus. Visit their website at www.ecstaticmarriage.com
- Carolyn Reyes, MSW, JD.** carolyn@lsc-sf.org **415-863-3762 ext 314**
Carolyn Reyes is a staff attorney at Legal Services for Children and coordinator of the Model Standards Project, for which she is responsible for training government agencies on implementation of best practices for working with LGBTQQ youth in out-of-home care. For the past 14 years, she has been working with children, youth, and families in several capacities, including social worker, child welfare worker, child and family therapist and attorney.
- TR Richardson, BS, MA** TR.RICHARDSON@PPCT.ORG **860-246-2412**
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- Moonhawk River Stone, M.S., Ph.D. Cand.** hawkrstone@aol.com **518-446-1261**
Moonhawk River Stone, M.S., is a psychotherapist, consultant, educator and author in private practice in the Albany NY area; and is, himself, and out, open and proud transsexual man. Stone is former Board Chair of the International Foundation for Gender Education Inc. (IFGE) and former Board co-chair of the New York Association for Gender Rights Advocacy, Inc. (NYAGRA).
- Chiedza Rodriguez** chiedzaler@hotmail.com **860-997-3453**
Chiedza Rodriguez is a graduate of the University of Puerto Rico Rio Piedras Campus. Currently Chiedza coordinates the Youth Action Research for Prevention project at the Institute for Community Research located in Hartford CT. She is the Vice-Chair on the LGBT Issues commission for the city of Hartford and volunteers with other LGBT nonprofit organizations in the state of CT.
- Agnes Russell** **860-953-8638**
Agnes Russell is a mother, a grandmother, a nurse, and a nickel slot machine addict. She lives in Framingham, MA and attends Diane Ellaborn's SOFFA support group to help her understand her transgendered child Jude.
- Judith Russell, BSEE** jude@powerlines.com **860-953-8638**
Jude Russell is a 42 year old transsexual woman who transitioned during 2003. A long time friend and presenter at True Colors, she is proud and awed to be bringing her mom to the conference this year.
- Caitlin Ryan, MSW, ACSW** caitlin@sfsu.edu
Caitlin Ryan is a clinical social worker who has worked on lesbian and gay health and mental health since the 1970s, and AIDS since 1982. Her research includes the National Lesbian Health Care Survey, the first major study to identify lesbian health and mental health needs and concerns; the development of the GSA Policy Project, an initiative to study the impact of Gay Straight Alliances on school climate and youth development; care of LGBT youth in faith-based agencies; and the Family Acceptance Project, which she developed with Rafael Diaz in 2002 to improve care and health outcomes for queer youth. Caitlin is currently the Director of Adolescent Health Initiatives at the César E. Chávez Institute, SFSU
- Susan Saltzburg, MSW, Ph.D.** saltzburg.1@osu.edu **614-247-7679**
Susan Saltzburg is an assistant professor in the Graduate School of the College of Social Work at The Ohio State University. Susan's areas of specialization are gay and lesbian youth, gay and lesbian families, adolescent treatment, diversity training in social work education, family therapy, narrative therapy, and qualitative research.
- Ritch Savin-Williams, Ph.D.** rcs15@cornell.edu **607- 255-0849 / 5-6111**
Ritch C. Savin-Williams is professor of clinical and developmental psychology in the Department of Human Development at Cornell University. He is the author of numerous books and articles. His current research interests focus on the psychological well-being of same-sex attracted youth and adults. Emphasis is placed on developmental processes among sexual minorities, especially differential developmental trajectories, identity development, relations with family, and gender nonconformity
- Ally Segal, MA** ally98003@aol.com
Ally Segal has a Master's Degree in Education and currently works in the medical field and as a swim coach. She works with High Schools and colleges with Connecticut Stonewall Speakers and is a practicing wicca n.
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Marlow Shami BFA, MS is a Nature-Based Healer, Teacher, & Writer who conducts workshops, Nature As Healer Meditation Circles, and publishes a quarterly e-mail newsletter, NaturalSense®. In her private healing practice she specializes in the healing connection between humans and the natural world.
- Annette M. Silva, MT-ASCP** annette.m.silva@pfizer.com **860-441-3388**
Annette Silva is a Clinical Study Manager at Pfizer and a founding member of the Rainbow Alliance and the Groton/New London Networking Group Council.
- Dani Snyder** dani@gearwhileyourehear.com **443-340-9382**
Dani is a 24-year old culturequeer living the "straight" life with her husband and twin daughters in Maryland. She is a former Penn State Student, where she was active in the queer and feminist communities. She is also a sexual violence survivor-turned-peer educator extraordinaire on issues of sexual health, body image, sexual assault and relationship dynamics.
- Jeffrey Soloman** jeffsolo@earthlink.net **718-874-6830**
Jeffrey Solomon is an award winning performer and writer whose works include, **MotherSON** (inspired by his own coming out journey); **Santa Claus is Coming Out**. Both plays received top honors at the 2002 National Gay and Lesbian Theater Festival in Columbus. He is a founding member and Artistic Director of Houses on the Moon Theater Co. and wrote and directed its theatrical debut, "Building Houses on the Moon" which won the Award for Best Playwright for an Ensemble work at the 2004 Columbus National Gay and Lesbian Theatre. Jeffrey was recently awarded a 2006 NYC Department of Cultural Affairs Artist Grant by the Queens Council of the Arts, which will fund his travel to India to research and write a new play about cross-cultural gay issues.
- Norman Spack, MD** norman.spack@childrens.harvard.edu **617-355-3299**
Norman Spack, MD is an internationally recognized pediatric endocrinologist from Children's Hospital, Boston where he is the Clinical Director, John F. Crigler Endocrine Division. In addition, Dr. Spack is the co-founder and coordinator, New England Pediatric Endocrine Club; Author, Endocrine Section, Initial Board Examination, Society for Adolescent Medicine; and a member of the North American Task Force on Intersex, as well as the Medical Advisory Board for the Intersex Society of North America.
- STARS** **203-752-2839**
STARS (Students Teaching About Responsible Sexuality), founded in 2001, is a regional peer education program in the greater New Haven area organized by Planned Parenthood of CT. Teens involved are trained to provide basic sexuality-related education, resources and referrals to their peers via both informal and formal venues.

- Carolyn Taggart** tmbggirl@gmail.com **860-977-6347**
Carolyn is currently finishing her undergrad degree at Central CT Sate Univ. She has retired from her various student leadership rolls and is now looking forward to graduating. In her spare time, she enjoys volunteering with True Colors and Laurel Music Camp, and sleeping.
- Maureen Thomas, PhD** allenhyatte@aol.com **203-294-5100**
Dr. Thomas is the facilitator of the Rainbow Support Group, where LGBT adults with mental retardation or developmental focusing on life and coming out issues
- Peterson Toscano** p2son@earthlink.net **860-680-0639**
Peterson Toscano, a theatrical performance artist and educator uses stimulate and provoke thought on queer issues. He travels nationally as a performing presenting such pieces "Doin' Time in the Homo No Mo Halfway House -- How I Surv ived the Ex-Gay Movement!" "Queer 101" and How the Indians Discovered Columbus." He also lead teacher workshops including "Queer Eye for the Straight Teacher". To find out more about his work and presentation schedule, visit www.homonomo.com
- Michael Tower** john.tower@uconn.edu **860-346-5821**
Michael Tower is a senior in Sociology and Women's Studies from North Attleboro, Massachusetts. He has worked as an Outreach Coordinator at the Rainbow Center for two years devising programming and delivering outreach services to University students and staff. Michael is a member of the Beta Theta Pi fraternity and a USG senator.
- Marya Ursin** mybeasts@aol.com **860-535-3346**
Marya Ursin has been dancing all her life. In 1989, she joined Dan Potter in the Mystic Paper Beasts. As Artistic Director of the Beasts, she writes and directs, designs masks, and performs. She teaches yoga and dance locally, paints, and is a massage therapist.
- Thomas W. Murphy, LCSW** tmurphy@caseyfamilyservices.org **203-372-3722**
Throughout his career, Thomas Murphy, Deputy Division Director for the Bridgeport Division of Casey Family Services, has been involved in a broad range of issues involving permanency for children. At Casey he works in conjunction with the Division Director in managing the day-to-day operations of the Bridgeport Division, maintaining the high standards of care as the agency interacts with families and children, and represents the agency in the community.
- Paul J. Wensley, LCSW** movpaul@yahoo.com **415-370-7150**
Paul Wensley is trained in Movement Based Expressive Arts from the Tamalpa Institute. He is passionate about Movement/Dance and the Expressive Arts and is committed to growth and healing in his own life as a gay man, and enjoys sharing this work with others.
- Darrell Wheeler, Ph.D, M.P.H., LCSW** dwheeler@hunter.cuny.edu **212.452.7491**
Darrell P. Wheeler, MSW, MPH, PhD, ACSW is an Associate Professor at the Hunter College School of Social Work where he teaches courses on community organizing and research methods. He is the co-principal investigator of a Centers for Disease Control epidemiologic HIV/AIDS research study of African-American Men Who Have Sex With Men in New York City, entitled Brothers y Hermanos.
- Valerie White** valerie@forevermail.com **781-784-6114**
Valerie White is a lawyer and executive director of the Sexual freedom Legal Defense and Education Fund. Her writing on sex and law has been published in several periodicals. A long-time sexual freedom activist, she was president of the Vermont Civil Liberties Union.
- Andrew Wiechert** triskqrc@brandeis.edu **781-736-3749**
Drew is a senior at Brandeis University. He is currently the President Emeritus of Brandeis's GLBTQ group, which gives him more time to help students as a Queer Resource Center counselor.
- Ellie Wirzbarger** Wtbrosie@hotmail.com **203-213-5262**
Ellie Wirzbarger is a 25 year old openly out lesbian who has a Masters in Teaching Elem Education, bachelors in Psychology and a Minor in theater. Currently she is a clinician to individuals who have chronic mental illness, including bipolar, schizophrenia, bulimia and borderline personality disorder.
- Hope A. Wisneski, LCSW** hope@glbtcolorado.org **303-733-7743**
Hope Wisneski joined the team at the Gay, Lesbian, Bisexual and Transgender Community Center of Colorado after extensive mental health and juvenile justice work. As the Director of Youth Services, Hope has the opportunity to represent queer youth on many community collaborations, and help the youth make the Rainbow alley drop-in center the space they envision it to be.
- Diego Wolf** Richardson_911@yahoo.com **501-472-5613**
Deigo Wolf is one of the founders and a current member of City Kings. The City Kings break the gender binary and rock the political boat that keeps the queer community in constant search for revolution. They love what they do and it shows on stage, bringing together diverse backgrounds, schools of thought, gender identity, and musical interests sure to open the eyes, ears, and hearts of their audience.
- Dan Woog** dwoog@optonline.net **203-227-1755**
Dan Woog is a journalist, educator, soccer coach and gay activist. His articles and essays have appeared in the New York Times, Sports Illustrated and USA Today and he is contributing writer for the Advocate Magazine. He is the author of 13 books and is also a founder and co-facilitator for OutSpoken, a countrywide support group for gay, lesbian, bisexual, transgender and questioning youth.
- Julian Emile Wooten** jewooten@email.unc.edu **919-619-8199**
Julian E. Wooten is a 20 year old Biology/Chemistry double major at the University of North Carolina at Chapel Hill where he is serves as a Community Co-Coordinator for the Gay Straight Alliance at UNC and is a co-founder of UNITED (United for New Ideas toward Ethnic Diversity), a resource for queer people of color.
- Rob Woronoff, MS** rworonoff@cwla.org **202-662-4292**
Rob Woronoff, MS is the LGBTQ Program Director at the Child Welfare League of America in Washington, DC where he coordinates a national initiative, in conjunction with Lambda Legal, to strengthen the capacity of America's child welfare system to serve LGBTQ foster

youth. He was Director of GLBT Services at The Home for Little Wanderers in Boston where he developed New England's first residential group home for GLBT youth; managed programs supported by Massachusetts' Governor's Commission on Gay and Lesbian Youth; and chaired Massachusetts' annual GLBT Youth Pride Conference.

Corinna Yazbek

cyazbek@classism.org

413-586-4553

Corinna Yazbek is a 26 year old white, queer woman living in Northampton. She's worked with Arise for Social Justice, Out Now, and currently works with Class Action, working to build bridges across the great class divides, so that we can create a strong, sustainable movement for social justice. She is a member of a community-based white privilege discussion group founded in April 2005.

Lisa Yesse, BSEE

LISAAIS@GMAIL.COM

603-494-8564

Lisa Yesse is a senior web designer for a large national corporation and did a TV presentation with Dr. Alicen McGowan PhD on transgender issues.

Yunes Yussef

yyawesome@aol.com

Yunes Yussef a graduate from Fairfield University with a degree in Psychology and Sociology, helped found the LGBT student group on the campus of this Catholic Jesuit University. He is a member of the Stonewall Speaker's Bureau, the True Colors organizing committee and board of directors, and a community activist.

True Colors XIII Co-Sponsors

Without the financial, in-kind and volunteer support provided by the co-sponsors, **True Colors XIII: Building Inclusive Communities, A Best Practices conference** would never have become a reality.

TRUE COLORS XIII RAINBOW SPONSORS:

Connecticut Health Foundation; State of Connecticut, Department of Children and Families; Hartford Gay and Lesbian Health Collective, Sirius Radio

Connecticut Health Foundation:

www.cthealth.org

860-224-2200

Improving the Health and Wellbeing of Individuals and Families, 74 B Vine Street, New Britain, CT 06052

The Connecticut Health Foundation (CHF), which was established in July of 1999, is the state's largest independent, non-profit grant-making foundation dedicated to improving the health of the people of Connecticut through systemic change and program innovation. Since it was established, CHF has funded almost \$21 million in grants.

Department of Children and Families (DCF)

800-842-6347

505 Hudson Street, Hartford, CT 06106

The Department of Children and Families provides information and counseling, family assessment, treatment planning, intensive family preservation, temporary emergency shelter, homemakers, parent aides, aid to single parents, foster care and adoption services.

Hartford Gay and Lesbian Health Collective

(voice/TDD) 860-278-4163

PO Box 2094, Hartford, CT 06145

www.hglhc.org or email at: info@hglhc.org

Hartford Gay & Lesbian Health Collective empowers individuals of diverse sexual orientations and gender identities to lead healthy lives through the provision of health and support services, education and advocacy. The Health Collective provides a weekly clinic, a monthly women's clinic, massage therapy, acupuncture, dental care, HIV-related services including counseling and testing, support groups for people exploring their sexual orientation and/or gender identity, a youth LGBT support group, as well as information and referral. Many of the services provided by the Health Collective can be utilized by teens and young adults, such as HIV counseling and testing to anyone 13 and above without parental consent. In addition to the Rainbow Room (a weekly social/support group), the Health Collective has also provided numerous other opportunities for LGBTQ youth such as the Queer Prom, a college scholarship program and a variety of volunteer positions. Our current volunteer ranks include more than 80 people providing both direct and support service. Together they contribute over 7,000 + hours and serve over 5,000 people annually.

SIRIUS Satellite Radio

www.sirius.com

888-539-SIRIUS

1221 Avenue of the Americas, New York, NY 10020

Satellite radio is the future of music and audio entertainment. And SIRIUS is satellite radio. We offer over 125 channels of satellite radio: 68 devoted to commercial-free music, in almost every genre imaginable, plus over 55 channels of sports, news and talk. From our futuristic studios in NYC's Rockefeller Center, to our fleet of satellites over the continental US, to a full line of SIRIUS satellite radio products — the future of music and audio entertainment has arrived. You've got two choices when it comes to activation. You can do it online (and save a little money), or you can call us and do it over the phone. It's your choice.

PLATINUM SPONSORS:

Central CT State University Pride; The Stonewall Program at Stonington Institute

Central Connecticut State University and CCSU PRIDE:

888-733-2278 (admissions)

PO Box 4567, 1615 Stanley Street, New Britain, CT Pride@ccsu.edu

860-832-3545 (PRIDE)

Central Connecticut State University is a regional, comprehensive public university dedicated to learning in the liberal arts and sciences and to education for the professions. Comprising five schools—Arts & Sciences, Business, Education & Professional Studies, Technology, and Graduate Studies—CCSU offers undergraduate and graduate programs through the Master's and sixth-year levels and the Ed.D. in Educational Leadership. **PRIDE** has been a recognized university organization since 1985. The group has grown and changed throughout the years, and now is currently one of only two clubs/organizations granted an office within the Student Center. The past couple of years have seen a boom in the amount of campus involvement from the group. PRIDE meets every Wednesday at 7pm in the CCSU Student Center's 1849 meeting room. What do we do? Masquerade Balls, Drag Shows; Group "Out"ings; Teambuilding Weekends; Movie Nights; Volunteering for the True Colors conference and Much, much more!

Stonington Institute: The Stonewall Program www.stoningtoninstitute.com

800-832-1022

234-A Bank Street, 5th Floor, New London, CT 06320

860-439-6000

The Stonington Institute's mission is to create and foster an environment in which qualified professionals can work together to provide the highest quality psychiatric and substance abuse treatment services in an atmosphere of caring and concern for each individual client and their families. Stonington Institute's Stonewall Program responds to the complex treatment needs of the gay, lesbian, bisexual and transgender (GLBT) community in relation to trauma, addiction and mental health issues. The Stonewall program will provide individualized and focused treatment including appropriate housing facilities for those who require it.

GOLD SPONSORS

ANGLE at Aetna; Bank of America; Bridges and Brown Enterprises; GLSEN CT; In the Life Media, PFLAG, Hartford Chapter; Stonewall Speakers Association

Angle at Aetna:

Angle@aetna.com,

860-680-7822

Angle's mission is to provide a forum for GLBT employees to help maximize their potential by raising awareness and visibility of GLBT employee issues and business contributions; by providing opportunities for personal and professional growth and community service; and by fostering alliances with other Aetna employees who are supportive of this mission and a fully inclusive work environment thus contributing to Aetna's strategic goals. William Lewis (508) 235-2510.

<http://www.aetna.com/diversity/>

Bank of America

Mark.R.Pappalardo@bankofamerica.com

70 Batterson Park Road, CT2-515-01-02, Farmington, CT 06032

The Bank of America Pride Resource Group (PRG) is one of seven "affinity groups" in the company. Membership in the PRG and its local chapters is open to all bank associates without regard to sexual orientation. The mission of the PRG is to "promote a safe and equitable workplace for gay, lesbian, bisexual and transgender (GLBT) associates by providing opportunities for members to meet, network and support one another, and by serving as a resource to members, the corporation's senior leaders, the company's diversity and inclusion initiatives, and the gay, lesbian, bisexual and transgender community at large." Our PRG chapters bring life to our mission statement by proactively working on a variety of initiatives such as; Enhancing the visibility—and therefore the productivity—of GLBT associates; Advising the company in developing products and marketing campaigns targeted to GLBT customers; Attracting and retaining the best gay, lesbian, bisexual and transgender talent.; Development of internal speaking events and presentations on GLBT issues and diversity initiatives; Supporting GLBT community organizations through volunteering, service activities, sponsorships, and charitable grants; and Promoting the Bank of America brand to attract customers and investors. Among the key benefits resulting from our PRG activities is an increase in dialogue across the enterprise about GLBT issues, and a greater understanding among Bank of America associates of the value of diversity and inclusion.

Bridges and Brown Enterprises

203-932-4773

314 York Street, West Haven, CT 06516

Complete Offset Printing and Bindery, open 7 days a week with extended hours, walk-ins Tues.-Sat, 9-5 PM, after hours appointments at your convenience. Our reputation has been built on top quality, dependability and personalized service. Free pick up and delivery in West Haven and surrounding areas. Bridges and Brown is delighted to handle the printing of the True Colors conference and resource guides.

GLSEN CT:

GLSENCT@aol.com

203-288-2399

The Gay, Lesbian and Straight Education Network (GLSEN) is an education organization creating safe schools for all lesbian, gay, bisexual and transgender students. GLSEN strives to assure that each member of every school community is valued and respected regardless of sexual orientation or gender identity/expression. We recognize that forces such as racism and sexism have similarly adverse impacts on communities and we support schools in seeking to redress all such inequities. GLSEN Connecticut is one of more than 40 chapters of GLSEN throughout the country. We help students start Gay-Straight Alliances, promote www.nonamecallingweek.org and the www.daysofsilence.org, communicate, support and provide referrals to students and faculty on laws pertaining to sexual orientation and gender identity in schools and provide training for students, faculty, and staff on LGBT issues in schools. www.glsen.org

In the Life Media

212-255-6012 x. 307

Jamie Dunne, Director Community Relations, 184 Fifth Ave, 4th Fl, New York, NY 10010

In The Life Media, a national organization, provides information about the LGBT community, documents the ongoing LGBT civil rights movement, and produces diverse images of the LGBT community to create better understanding and acceptance. In the Life's cultural programming continues to educate not only LGBT people about their culture, but people from all communities with a uniquely LGBT perspective.

PFLAG, Hartford

www.pflaghartford.org

860-633-7184

1335 Main Street, Glastonbury, CT 06033

860-633-5111

Transgender Issues

860- 231-8582

Meets the 3rd Wednesday at the Immanuel Congregational Church, 10 Woodland Street in Hartford at 7:30 PM. Members publish a bi-monthly newsletter, provide Helpline services, offer informational pamphlets, books and tapes, maintain a speakers bureau and work within the Greater Hartford Area for affirming families, safe schools, inclusive faith communities and informed lawmakers.

Stonewall Speakers Association

stonewallspeakers@biz.ctol.net

860- 296-4089

The Stonewall Speaker's association provides educational presentations for schools, community groups and service organizations throughout Connecticut. Their presentations help to change attitudes and the atmosphere in a classroom and offer support to the lesbian, gay, bisexual and transgender students in many of Connecticut's high schools. Presentations address the subject of sexual orientation including, but not limited to, youth suicide, social processes, attitudes, homophobia and behavior; substance abuse; religion; parenting and adoption; diversity and discrimination; legal status; and health issues within the LGBT Community. In addition, the Association offers teacher training workshops. Speakers participate in programs at over 85 High Schools and Colleges every year. For more information or to schedule a speakers' panel for your school or event, please call State Coordinator, Geraldine Burke at the number or email address above.

SILVER SPONSORS

Anti-Defamation League, CT; Child Welfare League of America; COLAGE; CT Gay and Lesbian Film Festival; The Connecticut Pride Center; Finer Things Magazine, LGBT Commission of Hartford, Metroline Magazine; NASW, CT, Pfizer Pharmaceuticals, Planned Parenthood of CT, Young Gay America

Anti-Defamation League, A World of Difference:

DColucci@adl.org

203-288-6500 x307

AWOD is for people who share a community - be it a school, workplace, neighborhood or campus. The program started in Boston in 1985 when the Anti-Defamation League and WCVB-TV joined together to fight prejudice. From the start, this remarkably effective way to promote diversity was embraced. It changed hearts and minds, and it quickly spread across the nation - and beyond.

Child Welfare League of America Fostering Change Initiative

rworonoff@cwla.org

202-662-4292

CWLA is the nation's oldest and largest advocate for children and youth and has a membership of nearly 1,100 public and private agencies, including every state child welfare system. The Fostering Change Initiative is a collaboration between CWLA and Lambda Legal Defense and Education Fund designed to assist child welfare agencies to better serve LGBTQ young people as they transition from foster care to adulthood, and to better support LGBTQ adults who care for these young people.

COLAGE (Children of Gay and Lesbians Everywhere)

www.colage.org

415-861-5437

COLAGE's mission is to engage, connect and empower people to make the world a better place for children of lesbian, gay, bisexual and/or transgender parents and families. The CT Chapter of COLAGE may be reached by email at: colagect@yahoo.com

CT Gay and Lesbian Film Festival

glff@yahoo.com

860-586-1136

The festival has never been more relevant in this climate where the debate of gay issues is again at the forefront of the media. We are more aware than ever of our mission to provoke, stir, educate and entertain our audiences, regardless of their orientation," says Festival Curator Suzanne Shayer, "it is a tall order that we have always embraced. We strive for a very diverse range of films at the Festival." In October 1999, Alternatives began collaborating with the Trinity College gay-straight student organization EROS (Encouraging Respect of Sexualities) to present the EROS Film Festival. This event held every fall brings more queer films to Hartford with an emphasis on youth, history and classic films.

CT Pride Center (formerly, Project 100 Community Center)

www.ctpridecenter.org

860-724-5542

The Connecticut Pride Center exists for the purpose of creating a safe and welcoming place for all Gay, Lesbian, Bisexual, Transgendered and Intersex (GLBTI) people and our allies. We strive to improve the quality of life and sense of Community among GLBTI persons and organizations by providing educational, cultural and social enrichment. We promote equal opportunity, diversity and inclusiveness

Finer Things Magazine:

finerthingsmag@aol.com

203-469-4739

Finer Things Magazine has it all.. Nightlife, Fashion, Art, Poetry, Music, Health and Well Being, -- you name it. Finer Things Magazine is a monthly publication consisting of between 28 and 40 pages of pure fun.

LGBT Commission of Hartford

www.hartford.gov/human_relations

860-543-8595

The City of Hartford has established the LGBT Commission to: Assist in the elimination of bigotry, discrimination and prejudice against those in the lesbian, gay, bisexual and transgender community; study the conditions and needs of LGBT persons in Hartford and make recommendations to the Court of Common Council; to hold forums or public hearing as it deems necessary for the purpose of gathering or providing information; to provide information to the community concerning the commission's activities and to serve as a clearing house for information and resources. For more information contact Chiedza Rodriquez at (860-278-2044, ext 256 or call the number above.

Love Makes a Family

www.lmfct.org

860-525-7777

Love Makes a Family (LMF) is a statewide coalition of organizations and individuals working for equal marriage rights for same-sex couples in Connecticut. We carry out our mission through community education, grassroots organizing and legislative advocacy and lobbying.

Metroline, Inc.

www.metroline-online.com

860-233-8334 editorial

editor@metroline-online.com

860-231-8845- general info

Metroline Magazine is Connecticut's original news magazine for the gay, lesbian, bisexual and transgender community of Connecticut and Southern New England. Metroline provides regional and national news, profiles of local individuals and businesses, interviews with national celebrities, our very own advice column, horoscopes, and a queer agenda. In addition, Metroline offers a resource of businesses, professionals, organizations and clubs that serve and support the GLBT community. Metroline is published twice a month and is distributed throughout New England.

National Association of Social Workers, Connecticut Chapter

www.naswct.org

860-257-8066

The NASW, Connecticut Chapter, is the largest organization of professional social workers in the state with approximately 3700 members. NASW is dedicated to the advancement of the practice of professional social work and to improving the conditions of the people served by social workers.

Pfizer Pharmaceuticals

860-715-2362

We dedicate ourselves to humanity's quest for longer, healthier, happier lives through innovation in pharmaceutical, consumer and animal health products. Pfizer Inc discovers, develops, manufactures, and markets leading prescription medicines for humans and animals and many of the world's best-known consumer brands. Pfizer's diversity affinity groups (Including LGBT employees) is an multi award winning programmatic approach to addressing minority, gender and cultural discrimination. For more information, contact John Benbow at the # above.

SILVER SPONSORS, cont.

Planned Parenthood of Connecticut

www.ppct.org

800-230-PLAN

Planned Parenthood of Connecticut is a nonprofit organization dedicated to promoting the fundamental rights of all individuals to manage their own fertility and sexual health and to ensure access to the services, education, and information necessary to realize that right. Planned Parenthood has 17 health centers located throughout the state of Connecticut providing services to both men and women. In addition to health services, the Education and Training Department of Planned Parenthood provides community education and in-service professional training on a broad array of topics ranging from HIV/STI prevention, relationships and reproductive health to human sexuality, sexual orientation and homophobia.

Young Gay America

www.younggayamerica.com

mail@ygamag.com

YGA (Young Gay America) is the mainstream voice for the new demographic of Gay & Lesbian teens/twentysomethings, estimated to be 2.7 million in USA. Based on the award-winning resource website, it is filled with typical teen/youth content like fashion, photos, profiles, interviews, advice, games, reviews, and goofy fun. YGA publishes bi-monthly to newsstands all over North America. YGA is endorsed by the School Library Journal and is in over seventy high school and college libraries across North America

SUPPORTERS:

AIDS Project/Hartford

(24 hr hotline) (860) 247-AIDS V/TDD (860) 951-4791

860-951-4833

AIDS Project/Hartford offers a number of services regarding HIV/AIDS, including information, education, and referral. In addition, APH offers Buddy Support, Case Management Services, Peer Counseling, Support Groups, a Speaker's Bureau, street outreach and needle exchange, and a 24 hour hotline.

Connecticut P.R.I.D.E.

pride@connecticutpride.com

860-524-8114

The Connecticut P.R.I.D.E. committee organizes and hosts a variety of LGBT pride events throughout the year, including New Haven Block Party (in June); Hartford Parade and Festival (in September) and a Norwalk event during the summer. Volunteers, vendors and sponsors can reach the committee through the above phone number and address.

Department of Education

860-713-6578

It is the mission of the State Department of Education to provide leadership which promotes and helps create a system of education in Connecticut that enables each student to perform at high levels in educational settings that are vibrant and rich in cultural diversity.

Department of Mental Health and Addiction Services

860-418-6724

The Mission of DMHAS' Preferred Practice Initiative for Sexual Minorities and Gender Identity is to ensure that mental health and addiction services, either funded or state operated, are readily accessible to people who are of diverse sexual orientations and gender identities and/or expressions. Further, these services are provided in affirming, therapeutic environments using state of the art modalities designed to assure effective outcomes and promote engagement in recovery.

University of Connecticut, School of Social Work

860-570-9118

The University of Connecticut School of Social Work promotes social and economic justice by providing high quality education in social work. The School prepares competent professionals with knowledge, as well as general and specialized method skills for helping people enrich their lives, improve their communities, and contribute to a more just social order.